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ABSTRACT

The goal of the study was to identify factors which inhibit the ability of West Virginia secondary school students to enroll or maintain enrollment in a vocational education program. Interviews were held with administrators, counselors, State supervisors, and teachers from a selected sample of vocational centers and comprehensive high schools from January to May 1975. Self-administered questionnaires were issued to vocational students and their parents, and to matched pairs of nonvocational students. All existing laws, procedures, and standards affecting vocational enrollments were reviewed and analyzed. Of the 892 student questionnaires, 76.8% were returned, and of the 892 parent questionnaires, 67.5% were returned. Interpretation of the results yielded the following findings: 16 of the 20 principals indicated that 50-90% of their student population should be in a vocational program; among the nonvocational students, 28% said they might be attracted by different vocational programs; if all school-related barriers, such as scheduling problems and credit and course requirements were removed, not more than 10% of all nonvocational students would be affected; and very few respondents reported attitudes unfavorable to vocational education. The report describes the methodological procedures of the study, discusses the results, and presents a summary and recommendations. Sample questionnaires and interview forms used to collect the data are appended. (NJ)

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Report

Associated Educational Consultants, Inc.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE006485

FINAL REPORT

Registration No. 25-1181521

A STUDY OF FACTORS AFFECTING STUDENT ENROLLMENT AND SCHEDULING IN VOCATIONAL EDUCATION PROGRAMS IN WEST VIRGINIA

for

STATE OF WEST VIRGINIA
BOARD OF EDUCATION
BUREAU OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
1900 Washington Street, East
Charleston, West Virginia 25305

July, 1975

VT 103551

RESEARCH REPORT

The research report herein was performed pursuant to an agreement made by and between the State of West Virginia, by the Commissioner of Finance and Administration on behalf of the Board of Education, and Associated Educational Consultants, Inc., Pittsburgh, Pennsylvania. The contractors undertaking this project were encouraged to express their professional judgment freely in the conduct of the project. The points of view and opinions stated herein do not necessarily represent the position or policy of the Board of Education of the State of West Virginia or of the Bureau of Vocational, Technical and Adult Education.

C O N S U L T A N T S T A F F

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Associated Educational Consultants, Inc. would like to take this opportunity to express their appreciation for all the cooperation that was received from those involved in the study. Any time a study of this magnitude takes place, it is most essential that a variety of people have the opportunity of expressing their views and opinions. We certainly believe that this was accomplished in this study. Thus, our sincere thanks goes to the vocational students, the non-vocational students, and the parents of each of these groups who participated in the study. The warm and informative personal interviews with the professional staffs in the twelve target vocational centers and the sixteen feeder high schools were extremely valuable to the study.

Last, but not least, to Mr. Clarence E. Burdette, Assistant State Superintendent for Vocational, Technical and Adult Education, and to his staff, most specifically, Messrs. Louis H. Loudermilk, Michael M. Murphy, Glenn E. Smith, and Harold W. Sullivan, we express our sincere gratitude.

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CHAPTER 1

INTRODUCTION

The "Study of Factors Affecting Student Enrollment and Scheduling in Vocational Education Programs in West Virginia" was conducted for the West Virginia Board of Education, Department of Education, Bureau of Vocational, Technical and Adult Education, by Associated Educational Consultants, Inc. (AEC) with particular emphasis devoted to the following areas:

1. To identify specific factors which inhibit secondary students in West Virginia from enrolling or maintaining their enrollment in vocational education programs,
2. To categorize identified factors on the basis of their nature and origin,
3. To recommend alternatives for consideration in alleviating inhibiting factors identified, including actions which might be taken by appropriate agencies.

Vocational education in this decade must be conceptualized as a life-long career development for every person who can profit from such a program. Historically, the public concept of vocational education has been the acquisition of specific skills by youth and adults for entry-level jobs. The need to prepare our more disadvantaged citizenry to move from the frustration of poverty and unemployment through social mobility and to meaningful employment has evolved as a major responsibility of vocational educators. The economic role to provide qualified manpower demanded by our rapidly changing and complex technology has been intensified.

In reference to vocational education for the 1970's, this study was attuned

to the major goals of the United States Office of Education, Division of Vocational and Technical Education.

1. Vocational education must become part of the educational experience of all people. Vocational education is serving less than twenty percent of the nation's secondary school population in specific skills training, while eighty percent of its youth do not graduate from college. All students, whether in general education, vocational, or college preparatory curricula, need salable job skills. Nationally, the unemployment rate among general secondary education graduates is more than three times higher than that of vocational education students. The unemployment rate among minority youth is many times that of the national unemployment rate.
2. Vocational education must be more responsive to the nation's present and future employment needs. Massive vocational education output is needed in technical, service, health, environmental, construction, and other kinds of employment where predicted manpower shortages exist.
3. Vocational education is the principal element of a career education program, kindergarten through adulthood. Career development and education is focused on individual choice throughout a lifetime. The educational system must be responsive to such choices so that no one is so locked into a course of study or to a particular job that transfer to an area providing greater advantages for a lifetime goal would not be possible.
4. Leadership development to effect career education is essential. New approaches to developing career education leadership are needed for educational administrators and industrial managers.

Thus, knowing the major goals of the United States Office of Education, Division of Vocational and Technical Education, and the willingness of the West Virginia Board of Education to study the factors, herein presented, that affect

student enrollment and scheduling in vocational education programs, it is hoped that, through this study, certain barriers as they may relate to policy, administrative regulations, counseling, and selection procedures may be removed through recommended improvement, enabling students to more ably choose their appropriate careers.

Because of the increasing concern for education of the disadvantaged, for reducing the rate of dropouts, for increasing the supply of competent technicians, and for decreasing the number of unemployable adults in the population, there has been a resurgence of interest in vocational and technical education and in work-study programs. But the issue of vocational versus general education is far from being resolved. It is part of the larger controversy over whether schools should concern themselves primarily with teaching pupils to know and to do, or with teaching them how to learn and to adapt to what is seem to be a constantly changing environment. Change is a pervasive characteristic in the lives of individuals and of societies, but it is easy to exaggerate the pace of change. Most of what our grandparents knew about language, arithmetic, science, technology, business, medicine, law, literature, family living, social behavior, politics, and ethics is still useful for us to know, and what we have added to their knowledge, except in the realms of science, technology, and medicine, is not overwhelming. Human beings still need to know and to do. Perhaps the best way for us to learn how to learn is to seek knowledge and skill that is obviously useful in the foreseeable future. Vocational and technical training is not the whole of secondary education, but then neither is general education.

It appears from the findings of major study groups, such as the President's Science Advisory Committee, the Kettering Report, the White House Conference on Youth, and the Work in America Report, that many exciting programs are being mounted by state and local systems in the area of career education. However, while

these national studies and reports indicate that educational alternatives are being tried, they conclude that more must be done to provide America's youth, - both in school and out of school, - with increased experiences, skills, and attitudes to help them move toward and assume adult careers, roles, and responsibilities.

Design of the Study

The primary goal of the study was to identify factors which inhibit the ability of West Virginia secondary school students to enroll or maintain enrollment in a vocational education program. In order to explore this primary goal it was necessary to review the following: State, county, and local curriculum requirements in terms of State and local standards which have been developed, and under which programs they operated; administrative procedures at the local and State board levels; procedures being utilized to make students aware of vocational opportunities, including such things as student identification concerning recruitment, selection, and program placement; and also to identify other factors which may affect vocational education enrollment and the degree to which they limit participation.

Rather than visiting all fifty-five counties, it was decided to randomly select twelve target area vocational settings. Of these twelve target area vocational settings, four large, four medium, and four small schools were selected. It was also determined that the geographic distribution would be taken into account as well as a representation of the three types of vocational settings: the county vocational center, the multi-county vocational center, and the comprehensive high school. At each of these twelve target vocational schools, interviews were conducted with the vocational director, counselor, and teachers. Also, to have a pulse from the people who feed into the vocational school, it was decided to randomly select two feeder

high schools for each vocational setting. Thus, at each of the feeder high schools, personal interviews were also conducted with counselors, teachers, and principals.

At each vocational center, as well as the feeder high schools, a self-administered questionnaire was given to approximately twenty-five students who were taking the vocational program and to twenty-five students who were not taking the vocational program. A self-administered questionnaire was given to the parents of each one of these students. Thus, ideas were obtained from not only the professional staff, but also the students and their parents in reference to factors that inhibited students from entering the vocational setting.

A self-administered questionnaire was also designed and administered to the supervisors and coordinators within the Bureau of Vocational, Technical and Adult Education to allow them to express their opinions.

Information was obtained relative to changes in the procedures for identifying, recruiting, screening, and placing students into vocational education programs and the supportive services needed by present and potential students to facilitate their enrollment and retention in vocational education programs. Recommendations for alternate procedures and services would permit students not presently enrolled to be enrolled in vocational programs if such state and local level policies were modified.

Composition of the Report

Chapter Two details the methodology. It relates in more definitive terms the selection sample of the student population and the geographic locations of the twelve vocational target sites and the feeder high schools. It details responses, by percentage, of the students and parents to the vocational and non-vocational questionnaire grouping. This chapter correlates student and parent responses pertaining to area of residence, grade level, type of school setting, occupation of father, and program areas by sex.

Continuing further is a composition of the one hundred eighteen professional staff members who were interviewed, as well as the distribution of enrollments, student characteristics, and principals' responses. Procedures for reviewing the State laws as well as conducting self-administered questionnaires to Bureau staff members concluded this chapter.

Chapter Three deals with interviewing professional staff members. The staff was analyzed by separate positions, as well as by separate school settings. The major areas considered in the personal interview were: cooperative arrangements between the schools; recruitment and selection into a vocational center; feelings of the professional staff toward vocational education; obtaining local jobs for students in areas for which they have been trained; rules and regulations that affect the vocational program; and, finally, other specific factors that cause students to avoid vocational programs. These were broken down into administrative factors, curriculum factors, attitudinal factors, factors relating to the feeder schools, and other demands on students.

Chapter Four deals specifically with the student and parent questionnaires. It will be recalled that self-administered questionnaires were given to vocational students and non-vocational students and to the parents of each of these two groups. The first part of the chapter deals with the influences experienced by students in reference to a vocational curriculum, followed by consideration of a vocational program by non-vocational students. A large section of the chapter relates to attitudes toward vocational education. Here is related the five most favorable items and the five least favorable items expressed by students toward vocational education followed by the five most favorable items and five least favorable items expressed by parents toward vocational education. The final section of the chapter deals with career plans of students as reported by the students and by their

parents with reference to satisfying their career desires, types of jobs that are expected after finishing school, and the possibility of leaving the area after completion of their school programs.

Chapter Five reviews the administrative and supervisory procedures and standards through interviews, conferences, and self-administered questionnaires. The following areas were investigated: West Virginia State graduation requirements versus county requirements; problem areas for attracting students to vocational education; organizational problems in different types of vocational training facilities; cooperative vocational education programs; seniors not now compelled to be under school supervision to work; qualifications of applicants to participate as vocational students; advisory committees and job preparation programs for school dropouts. This chapter summarires the ideas now existing within the Bureau relative to vocational education.

Chapter Six attempts to integrate the results by specific topics found in Chpaters Three, Four, and Five. The major findings are summarized and recommendations for dealing with certain issues are presented.

CHAPTER 2

METHODOLOGY

Since the primary goal of this study was to identify factors that inhibit the ability of West Virginia secondary school students' enrolling and maintaining enrollment in vocational education programs, it was felt that a representative sampling of vocational schools would provide data from selected populations that could be generalized to the total State. It was also felt that input into collectively analyzing the segments of study would be best served by allowing that input to come from members of the Bureau of Vocational, Technical and Adult Education and from personal interviews with the professional staffs at project sites, as well as by providing opportunity for vocational students and their parents to express their opinions. Also, the study took into consideration a control group composed of non-vocational students and their parents.

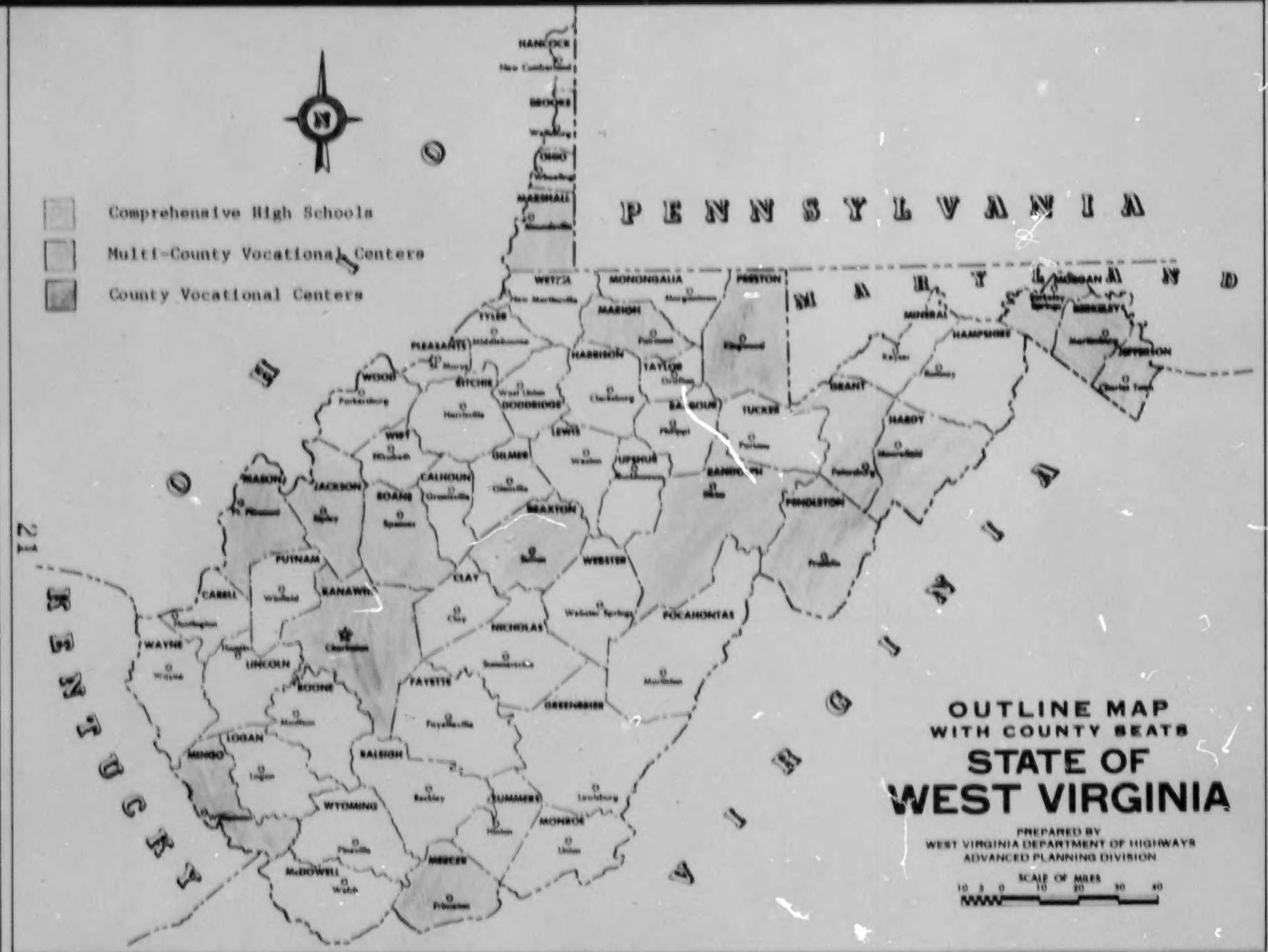
This chapter discusses the procedures that were followed to define the populations to be sampled, to select the actual samples, and to collect data from these samples.

Definition and Selection of Samples

The parameters used to define the populations to be sampled were chosen to assure representativeness with regard to type of school, size of student population, and geographic dispersion. The administrative groupings used for type of school were: multi-county vocational centers which serve two or three counties; county (area) vocational centers which serve one county; and comprehensive high schools which offer five or more vocational programs. The schools within each of these groupings were ranked on average daily membership during the 1973-74 school year and grouped into thirds. Within each of these type-groupings, one or more schools

were selected at random to represent the others. The only discrepancy to the randomization was that it was decided early in the project that one of the designated sites would be a vocational-technical school within heavily-populated Kanawha County. To assure geographic diversity, a restriction was placed on the random selection. This restriction was that each of the selected schools had to be from a different county or group of counties. Ultimately, four large, four medium-size, and four small vocational-technical schools were selected, as shown by geographic distribution on the color-coded map of West Virginia on page 2-3, and by population, as shown in Table 2.1.

Once the multi-county and county vocational centers were selected, two sending - or feeder - high schools were chosen at random for each center. These are the high schools whose vocational students attend the selected centers, as shown in Table 2.2.


Comprehensive High Schools
Multi-County Vocational Centers
County Vocational Centers
PENNSYLVANIA
MARYLAND
OHIO
KENTUCKY
VIRGINIA
HANCOCK
BROOKE
OHIO
MARSHALL
WETZEL
MONONGALIA
PRESTON
TYLER
MARION
MINERAL
HAMPSHIRE
BERKELEY
JEFFERSON
PLEASANTS
HARRISON
TAYLOR
WOOD
RITCHIE
DODDRIDGE
BARBOUR
TUCKER
GRANT
HARDY
WIRT
LEWIS
UPSHUR
RANDOLPH
PENDLETON
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JACKSON
ROANE
CALHOUN
GILMER
BRAXTON
PUTNAM
CLAY
WEBSTER
CABELL
KANAWHA
NICHOLAS
POCAHONTAS
WAYNE
LINCOLN
BOONE
FAYETTE
GREENBRIER
LOGAN
RALEIGH
MINGO
SUMMERS
WYOMING
MONROE
McDOWELL
MERCER
OUTLINE MAP
WITH COUNTY SEATS
STATE OF
WEST VIRGINIA
PREPARED BY
WEST VIRGINIA DEPARTMENT OF HIGHWAYS
ADVANCED PLANNING DIVISION
SCALE OF MILES
10 5 0 10 20 30 40

TABLE 2.1

RANDOMLY SELECTED VOCATIONAL CENTERS
BY TYPE, POPULATION, AND GEOGRAPHIC LOCATION

Type of Facility	Student Population per Unit
A. Multi-County Vocational Centers	
1. Morgan, Jefferson, Berkley Counties James Rumsey Vo-Tech Center Martinsburg	16,500
2. Jackson, Roane Counties Arch A. Moore, Jr., Vo-Tech & Adult Education Center Liverpool	9,000
3. Grant, Pendleton, Hardy Counties South Branch Vocational Center (Grant County) Petersburg	5,600
B. Comprehensive High Schools	
1. Marion County East Fairmont High School Fairmont	12,400
2. Marshall County John Marshall High School Glen Dale	8,000
3. Randolph County Elkins High School Elkins	6,000
4. Braxton County Braxton High School Sutton	3,100
C. County Vocational Centers	
1. Kanawha County Carver Career Center Charleston	52,000
2. Mercer County Mercer County Vo-Tech Princeton	14,500
3. Mingo County Mingo County Vocational-Technical Center Delbarton	9,976
4. Preston County Preston County Educational Center Kingwood	6,600
5. Mason County Mason County Vo-Tech Center Point Pleasant	6,100

TABLE 2.2

RANDOMLY SELECTED FEEDER HIGH SCHOOLS,
MULTI-COUNTY AND COUNTY VOCATIONAL CENTERS

Type of Facility	Feeder Schools
A. Multi-County Vocational Centers	
1. Morgan, Jefferson, Berkley James Rumsey Vo-Tech Center	Musselman High School Bunker Hill (Berkley County) Jefferson High School Shenandoah Junction (Jefferson County)
2. Jackson, Roane Arch A. Moore, Jr., Vo-Tech & Adult Education Center	Spencer High School Spencer (Roane County) Ripley High School Ripley (Jackson County)
3. Grant, Pendleton, Hardy South Branch Vocational Center	Petersburg High School Petersburg (Grant County) Franklin High School Franklin (Pendleton County)
B. County Vocational Centers	
1. Kanawha Carver Career Center	George Washington High School Charleston DuPont High School Belle
2. Mercer County Mercer County Vo-Tech	Matoaka High School Matoaka Princeton High School Princeton
3. Mingo County Mingo County Vocational-Technical Center	Gilbert High School Gilbert Lenore High School Lenore
4. Preston County Preston County Educational Center	Newburg High School Newburg Valley High School Masontown
5. Mason County Mason County Vo-Tech Center	Wahama High School Mason Point Pleasant High School Point Pleasant

TABLE 2.3

SAMPLE SITES SELECTED, NUMBER OF VOCATIONAL STUDENTS, NUMBER SELECTED, AND RESPONSE FROM STUDENTS AND PARENTS, VOCATIONAL AND NON-VOCATIONAL, AT EACH SITE

Selected Vocational Centers, High Schools and (Counties)	Voc. Students[a]	Number Voc. Selected[b]	Questionnaires Returned							
			Students				Parents			
			Vocational[c]		Non-Vocational		Vocational[c]		Non-Vocational	
			N	%	N	%	N	%	N	%
Multi-County Centers										
James Rumsey										
Jefferson (Jefferson)	284	25	23	92	20	80	20	80	22	88
Musselman (Berkley	39	19	8	42	10	53	8	42	10	53
Arch A. Moore, Jr.										
Ripley (Jackson)	203	25	23	92	23	92	23	92	22	88
Spencer (Roane)	83	20	12	60	16	90	14	70	13	65
South Branch										
Franklin (Pendleton)	46	23	23	100	19	83	23	100	18	78
Petersburg (Grant)	73	24	15	63	11	46	15	63	11	46
SUBTOTAL	728	136	104	76	99	72	103	76	96	71
County Centers										
Carver Career Center										
DuPont	117	23	20	87	13	57	21	91	12	52
George Washington	84	21	9	43	14	67	10	48	13	62
Mason County Vo-Tech										
Point Pleasant	278	25	24	96	19	76	23	92	20	80
Wahama	100	25	14	56	16	64	13	52	15	60

[a]As taken from lists provided by Administration and Planning

[b]This number was to be matched with non-vocational by sex and grade level; total from each school would be double number shown if 100% response received

[c]Includes general and college preparatory students who reported their course of study included vocational courses

TABLE 2.3 (Continued)

Selected Vocational Centers, High Schools and (Counties)	Voc. Students[a]	Number Voc. Selected[b]	Questionnaires Returned							
			Students				Parents			
			Vocational[c]		Non-Vocational		Vocational[c]		Non-Vocational	
			N	%	N	%	N	%	N	%
County Centers - Continued										
Mercer County Vo-Tech										
Matoaka	64	21	12	57	12	57	12	57	10	48
Princeton	164	23	16	70	11	48	11	48	8	35
Mingo Vocational School										
Gilbert	16	16	11	69	12	75	12	75	9	56
Lenore	17	17	12	71	11	65	4	23	5	29
Preston County Educational Center										
Newburg	16	16	17	106	16	100	13	81	11	69
Valley	96	24	22	92	16	67	20	83	17	71
SUBTOTAL	952	211	157	74	140	66	139	66	120	57
Comprehensive Schools										
Braxton (Braxton)	660	25	25	100	25	100	19	76	23	92
E. Fairmount (Marion)	650	25	16	64	24	96	15	60	22	88
Elkins (Randolph)	368	24	21	88	24	100	8	33	19	79
John Marshall (Marshall)	1123	25	25	100	25	100	21	84	17	68
SUBTOTAL	2801	99	87	88	98	99	63	64	81	82
GRAND TOTAL	4481	446	348	78	337	75	305	68	297	67

[a] As taken from lists provided by Administration and Planning

[b] This number was to be matched with non-vocational by sex and grade level; total from each school would be double number shown if 100% response received

[c] Includes general and college preparatory students who reported their course of study included vocational courses

Complete lists of all vocational students in the selected multi-county and county vocational center feeder schools and comprehensive high schools were obtained from Administration and Planning, Bureau of Vocational, Technical and Adult Education. A sampling ratio was determined for each school which would yield a maximum sample of twenty-five vocational students per school. The lists for each school were entered at a randomly determined starting point, and the sampling ratio was used to determine the actual students to be included in the final sample.

After the vocational students in each school had been identified, lists were prepared and sent to the guidance counselors or principals at the selected schools. They were asked to select a matching non-vocational student for each of the listed vocational students, the matching variables being sex and grade. Once the matching students were chosen, the counselors were asked to administer a questionnaire to these students and to distribute a parental questionnaire. The parental questionnaire was to be taken home, completed by a parent, and returned to the school.

The self-administered student questionnaire appears as Appendix A. The questionnaire was designed by AEC after consultation with and final approval by the West Virginia Department of Education, Bureau of Vocational, Technical and Adult Education, Assistant Superintendent.

Of the eight hundred ninety-two student questionnaires, which were distributed in April and May, 1975, six hundred eighty-five were returned by the cut-off date of June 15, 1975. This constitutes a 76.8% return. Of the six hundred eighty-five returned questionnaires, three hundred thirty-seven were non-vocational and three hundred forty-eight were vocational, college preparatory including vocational, and general including vocational.

The parental questionnaire (also issued in April and May, 1975) appears as Appendix B and was also designed by AEC after consultation with the final approval

by the West Virginia Department of Education, Bureau of Vocational, Technical and Adult Education, Assistant Superintendent.

Of the eight hundred ninety-two parental questionnaires, six hundred two were returned by the same cut-off date of June 15, 1975, constituting a 67.5% return. Two hundred ninety-seven questionnaires (67%) were returned by parents of non-vocational students, and three hundred five questionnaires (68%) were from parents of vocational students, college preparatory including vocational, and general including vocational.

Table 2.3 summarizes the results of these sampling and data collection procedures. It lists the schools chosen, the sampling ratios used, the number of students selected, and the number of students and parents actually returning completed questionnaires.

Tables 2.4 through 2.7 report further information on the characteristics of the final sample. These tables show that the vocational students - those who reported themselves to be in vocational programs - are more likely to be from rural areas and to have fathers who are employed in semi-skilled or unskilled occupations, in comparison to non-vocational students. The distribution by grade level and sex is fairly similar for both vocational and non-vocational students, except there is a disproportionate number of vocational males in the schools that send their students to county vocational centers. In the multi-county centers and comprehensive schools, the proportions of vocational and non-vocational males are quite similar.

TABLE 2.4

AREA OF RESIDENCE AS REPORTED BY STUDENT AND PARENT

Area of Residence	Vocational		Non-Vocational	
	Student	Parent	Student	Parent
	%	%	%	%
City	10	9	15	16
Small town	23	20	36	34
Rural area	67	70	49	50
Base number	327	301	319	291

TABLE 2.5

STUDENT RESPONDENTS, VOCATIONAL AND NON-VOCATIONAL,
BY GRADE LEVEL AND TYPE OF SCHOOL

Grade and Course	Type of School		
	County Center	Multi-County Center	Comprehensive
	%	%	%
Ninth grade			
Vocational	2	0	8
Non-vocational	4	0	10
Tenth grade			
Vocational	5	13	19
Non-vocational	11	12	26
Eleventh grade			
Vocational	54	39	40
Non-vocational	49	38	38
Twelfth grade			
Vocational	39	48	32
Non-vocational	36	50	26
Base number			
Vocational	153	102	75
Non-vocational	135	90	96

TABLE 2.6

STUDENT RESPONDENTS, VOCATIONAL AND NON-VOCATIONAL,
BY SEX AND TYPE OF SCHOOL

Sex and Course	Type of School		
	County Center	Multi-County Center	Comprehensive
	%	%	%
Male			
Vocational	66	53	44
Non-vocational	53	54	42
Female			
Vocational	34	47	56
Non-vocational	47	46	58
Base number			
Vocational	154	104	72
Non-Vocational	132	92	93

TABLE 2.7

OCCUPATION OF FATHER, AS REPORTED BY
STUDENT AND PARENT, VOCATIONAL AND NON-VOCATIONAL

Occupational Area	Vocational		Non-Vocational	
	Student	Parent	Student	Parent
	%	%	%	%
Professional, manager, proprietor	7	6	17	17
Technician, supervisor	6	8	12	13
Skilled worker	15	17	14	11
Clerical, sales	3	2	8	7
Service worker	4	4	5	6
Semi-skilled	31	30	22	24
Unskilled	18	18	8	9
Does not work, retired	11	12	10	7
Deceased	4	4	5	6
Base number	321	286	311	277

The major vocational areas by enrollment (Table 2.8) are industrial and office occupations. As would be expected, the industrial area is almost all male and the office area almost all female. In the report of their students' vocational programs, as well as in most other answers, the parents' answers are quite consistent with those of the students.

TABLE 2.8

ENROLLMENT IN VOCATIONAL PROGRAM AREAS
BY SEX AS REPORTED BY STUDENTS AND PARENTS

Program Area	Student Questionnaire			Parent
	Males	Females	Total[a]	Total
	%	%	%	%
Agriculture	14	4	10	7
Distributive Education	0	11	4	6
Health	1	15	7	8
Home Economics	5	18	10	9
Office	2	48	22	22
Technical	12	4	8	9
Industrial	66	1	38	38
Base number	172	131	308	236

[a]Total differs slightly from weighted sum of male and female because some respondents did not report their sex.

Personal interviews with professional staff members were conducted during January and February and March, 1975. In all, a total of one hundred eighteen interviews were conducted. This figure includes four interview forms returned by mail to AEC whose interview team was restrained from on-site interviewing by inclement weather.

At the comprehensive high schools, personal interviews were conducted with the vocational director, the principal, one academic teacher, one vocational teacher, and one guidance counselor. At feeder high schools, personal interviews were conducted with the principal, one academic teacher, one vocational teacher, and one guidance counselor. These professional staff interviews were recorded on the form which appears as Appendix C.

Professional staff interviews at multi-county and county vocational centers were recorded on the form which appears as Appendix D. These multi-county and county vocational center staff interviews were conducted with the vocational director, two vocational teachers, and a vocational counselor. All teachers were selected by the principal or the vocational director. (Both Appendix C and Appendix D forms were designed by AEC after consultation with and final approval by the West Virginia Department of Education, Bureau of Vocational, Technical and Adult Education.)

TABLE 2.9

NUMBER OF INTERVIEWS WITH LOCAL PROFESSIONAL STAFF
BY TYPE OF VOCATIONAL TRAINING FACILITY

Staff	Multi-County Center/ Feeder	Comprehensive	County Center/ Feeder	Total
Administrators				
Vocational directors	3	4	5	12
Principals	6	3	10	19
Other administrators	2	1	4	7
Total	11	8	19	38
Teachers				
Vocational[a]	11	4	20	35
Academic	6	4	9	19
Total	17	8	29	54
Guidance Counselors				
Vocational centers	2	0	4	6
High schools	6	4	10	20
Total	8	4	14	26
Total interviews	36	20	62	118

[a]At the multi-county and county vocational centers, half of the vocational teachers' interviews were at the centers and half at the feeder high schools.

Some general information was requested from select groups of professional staff. Table 2.10 shows the range of student enrollment by administrative unit, as reported by principals and directors only.

TABLE 2.10

NUMBER OF STUDENTS BY GRADE LEVEL,
PRINCIPALS' AND DIRECTORS' RESPONSES ONLY

Students	Multi-County Feeder	Comprehensive	County Feeder	Multi-county Center	County Center
Tenth grade					
Range	91-437	242-558	62-436	30-130	0-60
Mean	208.3	309.1	201.5	69.3	21.0
Standard deviation	131.6	112.4	141.2	53.3	24.6
Eleventh grade					
Range	77-377	211-477	55-467	105-325	56-410
Mean	177.3	283.9	193.0	212.3	237.0
Standard deviation	117.1	92.8	147.5	110.1	133.0
Twelfth grade					
Range	74-268	196-495	50-341	125-300	43-294
Mean	139.5	273.6	169.5	208.3	195.0
Standard deviation	77.3	107.7	119.4	87.8	102.4
Number of Schools	6	4	10	3	5

Table 2.11 relates to the distribution of enrollment, by student characteristics, in the comprehensive and feeder high schools by percentage of students enrolled in vocational programs or college preparatory settings. This table also includes the percentage of graduates who enroll in a two or four-year college. Column four is an analysis of the percentage of students the principals felt could profit from taking a vocational program while in high school. It is quite noticeable that sixteen of the twenty principals indicated they believe 50% or more of their students could profit from a vocational curriculum.

TABLE 2.11

DISTRIBUTION OF ENROLLMENTS, STUDENT CHARACTERISTICS,
IN COMPREHENSIVE AND FEEDER SCHOOLS, PRINCIPALS' RESPONSES ONLY

Percent	Number of Schools			
	Vocational Students	College Prep	Continue Education	Profit Vocational
0 - 0	1	1	2	-
10 - 19	1	-	2	1
20 - 29	4	4	5	-
30 - 39	5	6	6	3
40 - 49	4	5	2	-
50 - 59	4	3	2	4
60 - 69	1	-	-	4
70 - 79	-	1	-	5
80 - 89	-	-	1	1
90 -100	-	-	-	2
Total	20	20	20	20

In view of the goals of the United States Office of Education, as outlined in Chapter 1, and in order to accomplish the purposes of this study, a third area of concentration was a review of administrative and supervisory procedures and standards.

All existing laws which pertain to vocational education were reviewed and analyzed as to their validity for functioning to the best advantage of the students. In addition, a survey was made of top State vocational and technical education supervisors.

Two conferences and eight personal interviews with State supervisors and top-echelon administrative personnel were conducted to determine how the persons who administer and supervise the various vocational programs in the State feel about problems, both legal and operational, which seem to be barriers in the operation of the total program. Fourteen self-administered questionnaires (Appendix E), twelve of which were completed and returned to AEC, were also sent to people in these positions. The concentration of questionnaires was with supervisors within the West Virginia Department of Education, Bureau of Vocational, Technical and Adult Education, including two heads of department within the Bureau.

CHAPTER 3

PROFESSIONAL STAFF INTERVIEWS

Personal interviews for the professional staff were conducted in order that faculty members in various positions might express their views. There were two questionnaires used: one for the multi-county vocational center and the county vocational center, and the second for the comprehensive high school, the county vocational feeder high school and the multi-county vocational center feeder high school. Two questionnaires were used simply to get views relative to different types of questions. Some questions on both questionnaires were the same; thus, the N's fluctuated depending upon what question was being asked, or what interview form was being used.

The following tables were analyzed by using two different systems. One system analyzed the responses in accordance with the five school organizational patterns that were visited. These were: the county vocational center, the multi-county vocational center, the comprehensive high school, the county vocational center feeder high school, and the multi-county vocational center feeder high school. Even though the N's may be small in some responses, it was felt that a much truer analysis of the five organizational patterns could be viewed rather than collapsing the data into just feeder high schools and vocational centers.

The other system of analysis was to compare the responses among the various professional staff members. The professional staff is composed of: principals, vocational directors and others ("others" being assistant directors or people tied more directly with the area of vocational director rather than principal), guidance counselors, vocational teachers, and academic teachers. Again, the N's for some of these analyses were small, but it was also felt a truer analysis of the

various divisions could be obtained, rather than by collapsing this data into administrative personnel and teachers.

Cooperative Arrangements Between Schools

Table 3.1, the question asked was, "What type of cooperative arrangements exist between the feeder high schools and the vocational center?" The five school organizational settings yielded a significant difference in responses. It was found that scheduling, handling of discipline matters, and attendance reports were the three most prevalent areas of cooperation between the feeder high schools and the vocational centers. More than half showed scheduling as the area of greatest cooperation between the feeder high schools and the vocational center. It is only natural that 100% of the comprehensive schools gave this response.

Seventy-three of the one hundred fourteen respondents gave a second area of cooperation. On these responses, again, scheduling was first and discipline matters were second, followed by attendance, transportation, assemblies, extracurricular activities, and grading, in that sequence.

Very few cooperative arrangements existed in the field of curriculum which attempted to tie the subject field which the student is preparing for to his academic subjects. It was noted that there are courses called "vocational math" at some schools, but the direct link between the feeder school and the vocational center was not very strong. It was found that there was almost no linkage between the vocational students' courses and the other three major academic areas of English, science, and social studies. One comprehensive school did indicate that they were in the planning stages of an English program to be built around vocational interests.

TABLE 3.1

WHAT TYPE OF COOPERATIVE ARRANGEMENTS DOES YOUR SCHOOL HAVE WITH THE VOCATIONAL CENTER?

Areas of Cooperation	Multi-County Feeder	Comprehensive	County Feeder	Multi-County Center	County Center	Total Responses	
	%	%	%	%	%	%	N
Discipline matters	32	0	40	8	41	28	32
Extracurricular activities	0	0	3	0	14	4	4
Transportation	0	0	3	8	0	2	2
Scheduling	55	100	48	75	14	54	61
Assemblies	9	0	3	0	5	4	4
Inservice for teachers	0	0	0	8	5	2	2
Grading	0	0	5	0	5	3	3
Attendance	5	0	3	0	18	5	6
Base number	22	20	38	12	22		114

Chi-square: 59.78, $p < .001$

To assess further the extent of cooperation, the respondents were asked, "Do the teachers from your center ever meet with the teachers from the feeder schools to plan coordinated instruction?", as indicated in Table 3.2. Approximately three-fourths of the respondents indicated either that they, "do not" or "do not but should" have coordinated instruction. The area which seems to be doing the most in coordinating instruction is among the business education instructors. It appears that the multi-county vocational centers have indicated that they are doing this to a greater extent than the other four settings. Although there was no significant difference found among the professional staff by position, there was a strong feeling among the professional staff that even though they were not coordinating instruction as they should, this is an area that definitely has to improve.

TABLE 3.2

DO THE TEACHERS FROM YOUR CENTER EVER MEET WITH THE TEACHERS FROM THE FEEDER SCHOOLS TO PLAN COORDINATED INSTRUCTIONS?

Plan Instruction	Multi-County Feeder	Comprehensive	County Feeder	Multi-County Center	County Center	Total Responses	
	%	%	%	%	%	%	N
No	67	85	80	17	50	66	77
No, but should	4	0	8	25	18	9	11
Yes, bus, ed. instructors	13	5	10	25	14	12	14
Yes, just starting	17	10	0	17	18	10	12
Yes, cooperative course	0	0	0	17	0	2	2
Yes, industrial arts	0	0	3	0	0	1	1
Base number	24	20	39	12	22		117

Chi-square: 44.04, $p < .001$

After the general question on cooperation, the respondents were asked specifically how the scheduling of students is handled. Among the five organizational school settings, as reviewed in Table 3.3, close to half indicated that the vocational center assigns quotas. That is, the vocational center assigns the feeder high school a certain quota for each shop. The comprehensive high school had the lowest percentage of the five organizational school patterns, so indicating the vocational center assigns the quota system. Approximately one-fourth of the responses indicated the counselor at the feeder schools schedules the students, and one-fourth of the responses indicated a cooperative arrangement in scheduling between the principal and the director. There was no significant difference among the professional staff in reference to this question. Although the quota system is the most widely used in scheduling of students, many admittedly felt that it

allows very little flexibility for other students, such as academic curriculum and general curriculum students, to obtain some schooling at the vocational center.

TABLE 3.3

DO YOU COOPERATE WITH THE FEEDER HIGH SCHOOLS IN THE SCHEDULING OF STUDENTS? HOW IS THIS HANDLED?

Scheduling Students	Multi-County Feeder	Comprehensive	County Feeder	Multi-County Center	County Center	Total Responses	
	%	%	%	%	%	%	N
Center assigns quota	59	15	47	42	50	44	50
Counselor-feeder school schedules	41	25	11	25	32	25	28
School-coordinated calendar	0	0	0	18	0	2	2
Vo-Ed students scheduled first	0	0	5	8	5	4	4
Cooperative - principal-director	0	60	37	8	14	26	30
Base number	50	28	2	4	30		114

Chi-square: 49.69, $p < .001$

"Do vocational instructors in your school ever conduct any formal activities to acquaint students with their vocational courses?" shows response on Table 3.4, as asked just at the multi-county feeder schools, county center feeder schools, and comprehensive high schools. These responses show a significant difference. Of the eighty-three responses, a little less than one-half indicated that their vocational instructors did not conduct any formal activities, and approximately one-third indicated, "yes, through Career Days" and "yes, assemblies." It should be noted that the response "yes, through tours of shops" placed third in response frequency at the local feeder schools, whereas the same question placed first in Table 3.5.

It appeared that the shops in the local feeder schools are not as well explored by the students as they should be.

TABLE 3.4

DO VOCATIONAL INSTRUCTORS IN YOUR SCHOOL EVER CONDUCT ANY FORMAL ACTIVITIES TO ACQUAINT STUDENTS WITH THEIR VOCATIONAL COURSES?

Acquaint students with courses	Multi-County Feeder	Compre-hensive	County Feeder	Total Responses	
	%	%	%	%	N
No	46	0	62	42	35
Yes, career days assemblies	33	80	15	36	30
Yes, voc. educ. week	8	0	3	4	3
Yes, tours of shops	13	5	15	12	10
Brochures, AV presentations	0	10	3	4	3
Counselor or voc. director	0	5	3	2	2
Base number	24	20	39		83

Chi-square: 35.22, $p < .001$

In a vein similar to the Table 3.4 question, Table 3.5 shows a significant difference in response to the question, "Does the center conduct any formal activities to acquaint students with the vocational courses available at the center?" One-third of all the respondents mentioned "tours of the shops" as the most common way of acquainting students with the vocational courses available at the center. Three-quarters of the multi-county and one-half of the county centers reported using this system. The second most common ways to acquaint students with vocational courses available at the center were through "Career Days" and through "counselors and vocational directors" (talking to the students).

In addition to formal tours, students who just wanted to visit the vocational school were permitted to do so. Many respondents said that although the one-day tours have considerable value, they would like to see the students come back for a second or third time.

TABLE 3.5

DOES YOUR CENTER CONDUCT ANY FORMAL PROGRAMS OR ACTIVITIES TO ACQUAINT STUDENTS AT THE FEEDER SCHOOLS WITH THE VOCATIONAL COURSES AVAILABLE AT THE CENTER?

Conduct Programs	Multi-County Feeder	Comprehensive	County Feeder	Multi-County Center	County Center	Total Responses	
	%	%	%	%	%	%	N
No	0	5	28	0	6	12	13
No, but should	0	5	3	0	0	2	2
Yes, career days, assemblies	46	10	10	0	17	18	20
Yes, tours of shops	29	20	31	75	44	35	40
Yes, summer exploratory program	0	10	0	17	6	4	5
Brochures, AV presentations	4	0	13	8	0	6	7
Counselor or voc. director	21	25	13	0	22	17	19
Career exploration	0	25	3	0	6	6	7
Base number	24	20	39	12	18		113

Chi-square: 71.38, $p < .001$

On a second response to the same question, approximately two-thirds (64%) of the respondents fell mainly into one of four categories: "brochures and AV presentations" (22%); a formal "summer exploration program" (19%); "tours of shops" (19%); and "counselor or vocational director" (18%). At the county feeder schools, use of "brochures and AV presentations" was the leading response category. When the 19% from the county centers who mentioned tours as a second answer is added to

the 44% who mentioned them as a first answer, the total is 63% and close to the proportion from multi-county centers.

Recruitment and Selection into a Vocational Center

Table 3.6 shows a significant difference among the five organizational school patterns and their responses to the question, "Do you have any ideas as to how recruitment for vocational education could be made more effective?" There was a wide range of suggestions among the one hundred six who responded, and this was influenced by type of school settings. There was a strong emphasis from the multi-county and the county centers on having the counselors from the feeder schools visit the centers, but this response was very low from the feeder schools, themselves. There was no significant difference among the over-all professional staff in reference to this question.

It is apparent to the respondents that the recruitment of vocational education students could be made more effective, and there was a broad range of suggestions as to how this could be done. It is a healthy thing that there is such a wide diversity of answers for this particular question, but what seems to be most evident by looking at the responses is not only getting the students to visit the vocational center, but also the parents, teachers, and the counselors. To the professional staff, it is clear that awareness of the vocational setting should begin in the junior high school, if not earlier. There is strong evidence that career exploration in the junior high school is a most welcome addition to the over-all vocational setting.

TABLE 3.6

DO YOU HAVE ANY IDEAS AS TO HOW RECRUITMENT FOR VOCATIONAL EDUCATION COULD BE MADE MORE EFFECTIVE?

Recruitment Made More Effective	Multi-County Feeder	Comprehensive	County Feeder	Multi-County Center	County Center	Total Responses	
	%	%	%	%	%	%	N
Offer more courses	29	28	3	8	9	15	16
Film-slide presentation	17	0	0	0	5	5	5
Center teachers visit feeders	21	0	33	17	5	17	18
Former students visit feeders	0	0	3	8	0	2	2
Explain programs in junior high	8	39	13	0	14	15	16
Parent-student visitation	13	11	33	0	5	15	16
Counselors visit center	0	11	3	25	27	11	12
Career exploration-junior high	13	11	7	42	18	15	16
More cooperation from feeders	0	0	3	0	18	5	5
Base number	24	18	30	12	22		106

Chi-square; 82.62, $p < .001$

Nearly three-fourths of the respondents indicated that they have more students apply for vocational programs than there are openings available. The most popular programs seem to be: auto mechanics, building construction, business, and electronics. This would indicate they are "popular" shops, and this will probably continue no matter what size the vocational setting is. Table 3.7 yielded no significant differences among schools. There is a strong demand for certain shops and more students apply for some vocational programs than there are openings available.

There was constant and continuous mention of the fact that more courses are needed at vocational settings, simply because there are more people applying than can be accepted in certain courses.

TABLE 3.7

DO YOU EVER HAVE MORE STUDENTS APPLY FOR A VOCATIONAL PROGRAM THAN THERE ARE OPENINGS AVAILABLE?

More Students Apply Than Openings Available	Multi-County Feeder	Comprehensive	County Feeder	Multi-County Center	County Center	Total Responses	
	%	%	%	%	%	%	N
Yes	71	75	61	67	77	69	79
Yes, auto. mech.	8	15	11	25	18	14	16
Yes, bldg. constr.	0	10	3	0	0	3	3
Yes, business	0	0	0	8	0	1	1
Yes, elec.	0	0	3	0	0	1	1
No	21	0	22	0	5	12	14
Base number	24	20	36	12	22		114

Chi-square: 28.40, p.=n.s.

If more students are interested in vocational programs than slots are available, selections must be made. However, when the respondents were asked, "How are students selected for vocational programs?", the highest response, approximately one-third of the respondents, indicated "no selection procedure." The other three most-mentioned responses of how students were selected were: "grades and attendance," "testing," and "quota system." This is so indicated in Table 3.8.

It seems apparent that the selection procedure ranged from having none at all to something that appears to be an informal selection procedure. There is very

little agreement on the criteria of which students would be best suited for which vocational shops, or which vocational shops would be best suited to which students.

TABLE 3.8

HOW ARE STUDENTS SELECTED FOR VOCATIONAL PROGRAMS?

Student Selection Procedure	Multi-County Feeder	Comprehensive	County Feeder	Multi-County Center	County Center	Total Responses	
	%	%	%	%	%	%	N
No selection	46	35	16	42	41	33	38
Grades, attend.	21	40	21	8	5	20	23
Attitude, interest citizenship	0	0	3	0	14	3	4
Test (DAT) OVIS	8	10	32	33	5	18	21
Singer voc. eval. system	0	0	0	0	18	3	4
Personal interview	4	5	0	0	0	2	2
Quota system	21	5	16	17	18	16	18
Counselor makes decision	0	5	13	0	0	5	6
Base number	24	20	38	12	22		116

Chi-square: 61.16, $p < .001$

When the professional staff at the feeder and comprehensive high schools were asked the question, "Do you ever personally encourage students to take vocational programs; if so, what kind of students do you encourage?", a significant difference was obtained, in accordance with Table 3.9. Close to one-third of the professional staff answered "yes, every student" or "yes, if they are not interested in college." The comprehensive high school had the largest percentage

of "yes, encourage every student"; yet, on the other hand, no one at the comprehensive high school responded, "yes, potential dropouts."

TABLE 3.9

DO YOU EVER PERSONALLY ENCOURAGE STUDENTS TO TAKE VOCATIONAL PROGRAMS? IF SO, WHAT KINDS OF STUDENTS DO YOU ENCOURAGE?

Encourage Students	Multi-County Feeder	Comprehensive	County Feeder	Total Responses	
	%	%	%	%	N
No	8	10	10	10	8
Yes, every student	33	40	23	30	25
Yes, potential dropouts	21	0	15	13	11
Yes, attendance, discipline problems	8	5	0	4	3
Yes, mechanical aptitude	17	25	5	13	11
Yes, not interested in college	13	20	43	29	24
Yes	0	0	5	2	2
base number	24	20	40		84

Chi-square: 20.46, $p < .05$

Table 3.10 shows the same responses as Table 3.9, but is analyzed by professional categories. Over half of both the vocational directors and principals responded, "yes, every student." Approximately one-fourth of the principals also indicated they encourage potential dropouts, but none of the vocational directors gave this response. The most common response of guidance counselors and academic teachers was, "yes, if not interested in going to college." Approximately one-third of the academic teachers said they did not personally encourage any student to take a vocational program. The vocational teachers' leading response was, "yes, if they have mechanical aptitude."

From Table 3.10 it seems apparent that principals, guidance counselors, and academic teachers seem to indicate that potential dropouts and discipline problems are encouraged to take a vocational program; whereas the vocational director and vocational teacher, regarding potential dropouts and attendance problems, do not personally encourage students. This could be due to the fact that they are not as closely aligned to the potential students who may eventually come to a vocational setting as they possibly could be. (There seems to be a trend running through this pattern that the vocational directors and vocational teachers have the feeling that especially the guidance counselors and the academic teachers, as well as the principals, should be more involved and more knowledgeable of the programs that are being conducted at the centers; but yet, on the other hand, the guidance counselors and the academic teachers and principals feel that the directors and vocational teachers should be closer to the student who may make a decision on entering the vocational school.) This can only be accomplished by a high degree of communication between the five professional groupings.

TABLE 3.10

DO YOU EVER PERSONALLY ENCOURAGE STUDENTS TO TAKE VOCATIONAL PROGRAMS? IF SO, WHAT KINDS OF STUDENTS DO YOU ENCOURAGE?

Encourage Students	Prin-cipal	Voc. Dir. and Others	Gdnc. Couns.	Acad. Teacher	Voc. Teacher	Total Responses	
	%	%	%	%	%	%	N
No	0	0	0	32	10	10	8
Yes, every student	58	67	25	11	15	30	25
Yes, potential dropouts	21	0	15	11	10	13	11
Yes, attendance, discpln. prblms.	5	0	5	5	0	4	3
Yes, mechanical aptitude	0	17	10	5	35	13	11
Yes, not interest. in college	11	17	40	37	30	29	24
Yes	5	0	5	0	0	2	2
Base number	19	6	20	19	20		84

Chi-square: 46.19, $p < .001$

Table 3.11 relates that approximately three-fifths of the respondents indicated that they do not discourage students from taking a vocational program. Yet, approximately one-fourth responded with "yes, if they cannot be successful." The comprehensive high schools, county center feeder schools, and multi-county centers had the largest percentages of "do not discourage" responses; whereas, the multi-county feeder schools and the county centers had their highest response to "yes, if they cannot be successful." There was no significant difference among the professional staff to this question, yet there was the underlying current that the students with high academic ability should go on to college.

TABLE 3.11

DO YOU EVER DISCOURAGE STUDENTS FROM TAKING A VOCATIONAL PROGRAM? IF SO, WHAT TYPES OF STUDENTS?

Discourage Students	Multi-County Feeder	Comprehensive	County Feeder	Multi-County Center	County Center	Total Responses	
	%	%	%	%	%	%	N
No	33	70	73	83	59	63	74
No, but might encourage college	0	0	5	0	0	2	2
Yes, if cannot be successful	50	20	13	17	41	27	32
Yes, if course available at H.S.	4	0	5	0	0	3	3
Yes, if college bound	13	10	5	0	0	6	7
Base number	24	20	40	12	22		118

Chi-square: 25.98, $p < .05$

Feelings About Vocational Education

As expressed in Table 3.12, of the one hundred eighteen responses to the question, "From what you have observed, how do most students in your school feel about vocational education?", close to 50% answered, "very favorably." Approximately one-third of the answers responded, "Vocational education has a stigma, but less stigma than it formerly had." This table does not show a significant difference among the five organizational school settings.

TABLE 3.12

FROM WHAT YOU HAVE OBSERVED, HOW DO MOST OF THE STUDENTS IN YOUR SCHOOL FEEL ABOUT VOCATIONAL EDUCATION?

Students' Feelings	Multi-County Feeder	Comprehensive	County Feeder	Multi-County Center	County Center	Total Responses	
	%	%	%	%	%	%	N
Vo-Ed still has stigma	17	0	23	8	14	14	17
Less stigma than formerly	21	15	8	25	18	15	18
Vo-Ed for others, not me	13	15	23	17	18	18	21
Very favorable	38	65	43	50	46	47	55
Discipline too strict	0	0	0	0	5	1	1
Enthusiasm lessens after enrollment	4	5	5	0	0	3	4
Other	8	0	0	0	0	2	2
Base number	24	20	40	12	22		118

Chi-square: 24.97, p = n.s.

In reference to the same one hundred eighteen responses, as analyzed by the professional staff, in Table 3.13, the vocational directors giving the highest percentage to the answer, "very favorable", whereas, the principal and the guidance counselor registered the lowest percentages of the five professional categories. This can be viewed in Table 3.13. It might also be evident that of the five professional categories, the guidance counselors registered the highest percentage to the question, "Vocational education still has a stigma," and "Vocational education is for others, not me." Although there is a suggestion of some difference of opinion among the five professional categories, the table did not yield a significant difference.

The second-class stigma that vocational education has had attached to it seems to have been changing considerably within the last two or three years.

TABLE 3.13

FROM WHAT YOU HAVE OBSERVED, HOW DO MOST OF THE STUDENTS IN YOUR SCHOOL FEEL ABOUT VOCATIONAL EDUCATION?

Students' Feelings	Principal	Voc. Dir. and Others	Gdnce. Couns.	Acad. Teacher	Voc. Teacher	Total Responses	
	%	%	%	%	%	%	N
Vo-Ed still has stigma	16	5	19	11	17	14	17
Less stigma than formerly	21	16	12	11	17	15	18
Vo-Ed for others, not me	11	16	27	26	11	18	21
Very favorable	37	63	39	47	49	47	55
Discipline too strict	0	0	0	0	3	1	1
Enthusiasm lessens after enrollment	11	0	0	5	3	3	4
Other	5	0	4	0	0	2	2
Base number	19	19	26	19	35		118

Chi-square: 18.6, p =n.s.

As indicated in Table 3.14, vocational students at feeder schools seem to have a better reputation than those in comprehensive schools. When the staffs in these schools were asked the kinds of comments they heard about vocational students, three-quarters reported "none" or "positive comments about vocational students." Of the twenty-four professional staff interviewed at the multi-county feeder schools, not one staff member reported hearing negative comments about vocational students; whereas, in the comprehensive school, 40% of the answers indicated "yes, negative" about the students.

When the same question was analyzed by staff position, all of the vocational directors indicated "no", whereas the teachers, both academic and vocational, recorded only 50%. This would probably indicate that the teachers, being close

to other teachers and students, are more likely to hear more comments made, whether positive or negative, than the vocational directors themselves.

TABLE 3.14

DO YOU EVER HEAR ANY COMMENTS FROM TEACHERS OR OTHER STUDENTS ABOUT VOCATIONAL STUDENTS?

Hear Comments	Multi-County Feeder	Comprehensive	County Feeder	Total Responses	
	%	%	%	%	N
No	67	55	63	62	52
Yes, positive about voc. students	17	0	13	11	9
Yes, negative about voc. students	0	40	20	19	16
Yes, neutral about voc. students	17	5	5	8	7
Base number	24	20	40		84

Chi-square: 15.30, $p < .01$

Table 3.15 shows significant differences among the multi-county feeder schools, comprehensive high schools, and county center feeder schools to the question, "In your opinion, how good is the training that vocational students obtain?" At both the comprehensive high schools and the county center feeder schools, training at the vocational school was rated approximately 70% for "good" or "very good"; whereas, at the multi-county feeder schools, only 37% rated the training either "good" or "very good." The multi-county feeder schools not only had the lower percentage on rating the vocational training "good" or "very good," but they had the highest percentage in the categories of "poor," "too soon to judge," "too liberal in discipline," and "don't know."

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TABLE 3.15

IN YOUR OPINION, HOW GOOD IS THE TRAINING THAT VOCATIONAL STUDENTS OBTAIN?

Training Obtained	Multi-County Feeder	Compre-hensive	County Feeder	Total Response	
	%	%	%	%	N
Very Good	4	20	28	19	16
Good	33	50	38	39	33
Fair	4	5	18	11	9
Poor	13	5	3	6	5
Too soon to judge	17	0	0	5	4
Too liberal on discipline	8	0	0	2	2
Don't know	21	0	10	11	9
Varies with courses	0	20	5	7	6
Base number	24	20	40		84

Chi-square: 37.04, $p < .001$

Table 3.16 takes the same question, "In your opinion, how good is the training that vocational students obtain?" and gives analysis of the responses by staff position. One hundred percent of the vocational directors rated the training either, "good" or "very good." One-half of the guidance counselors and vocational teachers rated the training as either being "good" or "very good." Approximately one-fourth of the academic teachers and vocational teachers gave the response of, "don't know." It will be noted that the response, "varies with the courses," was given almost exclusively by guidance counselors and principals.

TABLE 3.16

IN YOUR OPINION, HOW GOOD IS THE TRAINING THAT VOCATIONAL STUDENTS OBTAIN?

Training Obtained	Principal %	Voc. Dir. and Others %	Gdnce. Couns. %	Acad. Teacher %	Voc. Teacher %	Total Responses %	N
Very good	26	50	20	5	15	19	16
Good	32	50	30	58	35	39	33
Fair	21	0	10	11	15	11	9
Poor	5	0	11	5	5	6	5
Too soon to judge	11	0	10	0	0	5	4
Too liberal on discipline	5	0	5	0	0	2	2
Don't know	0	0	0	21	25	11	9
Varies with courses	11	0	15	0	5	7	6
Base number	19	6	20	19	20		84

Chi-square: 31.66, p.=n.s.

Obtaining a Job

Table 3.17 shows a significant difference among the five organizational school patterns to the question, "What percentage of the graduates from your center get jobs in the occupational areas for which they are trained?" Of the one hundred eighteen responses, the highest percentage, just over 50% answered, "don't know."

TABLE 3.17

ABOUT WHAT PERCENTAGE OF THE GRADUATES FROM YOUR CENTER GET JOBS IN THE OCCUPATIONAL AREAS IN WHICH THEY TRAINED?

Obtain Jobs in Occupational Areas	Multi-County Feeder	Comprehensive	County Feeder	Multi-County Center	County Center	Total Responses	
	%	%	%	%	%	%	N
0 - 9%	0	0	0	17	0	2	2
10 - 19%	0	5	5	0	0	3	3
20 - 29%	0	5	3	0	5	3	3
30 - 39%	0	5	5	0	0	3	3
40 - 49%	0	0	5	25	14	7	8
50 - 59%	8	0	8	0	9	6	7
60 - 69%	0	0	0	33	14	6	7
70 - 79%	0	0	3	8	36	9	10
80 - 89%	0	15	8	8	23	10	12
Don't know	92	70	65	8	0	53	63
Base number	24	20	40	12	22		118

Chi-square: 117.99, p.(.001

In Table 3.17, which analyzes the same question as 3.16, "What percentage of the graduates from your center get jobs in the occupational areas for which they are trained?", by staff analysis, the vocational director appears to have the best pulse of the job market for his students. The high percentage of, "don't know" by the academic and vocational teachers is somewhat understandable, but the high percentage of, "don't know" by the guidance counselors and principals certainly indicates that this is a field and an area where they should be more knowledgeable.

Although this table is not significant, it does suggest the lack of knowledge that the staff, other than the vocational directors, have about the graduates and the labor market.

TABLE 3.18

ABOUT WHAT PERCENTAGE OF THE GRADUATES FROM YOUR CENTER GET JOBS IN THE OCCUPATIONAL AREAS IN WHICH THEY TRAINED?

Obtain Jobs in Occupational Areas	Prin-cipal	Voc. Dir. and Others	Gdnce. Couns.	Acad. Teacher	Voc. Teacher	Total Responses	
	%	%	%	%	%	%	N
0 - 9%	0	5	0	0	3	2	2
10 - 19%	0	0	8	0	3	3	3
20 - 29%	5	0	0	0	6	3	3
30 - 39%	5	5	4	0	0	3	3
40 - 49%	11	16	4	0	6	7	8
50 - 59%	5	5	4	11	6	6	7
60 - 69%	0	15	8	0	6	6	7
70 - 79%	5	16	8	0	11	9	10
80 - 89%	5	26	8	5	9	10	12
Don't know	63	11	58	84	51	53	63
Base number	19	19	26	19	35		118

Chi-square: 43.74, p.=n.s

Table 3.19 shows a significant difference among the school organizational patterns to the question, "Do many of the vocational graduates leave the area to get jobs?" Of the one hundred eighteen responses, slightly over half indicated, "yes," at the multi-county feeder schools, three-fourths of the respondents answered, "yes."

TABLE 3.19

DO MANY OF THE VOCATIONAL GRADUATES LEAVE THE AREA TO GET JOBS?

Graduates Leave Area	Multi-County Feeder	Comprehensive	County Feeder	Multi-County Center	County Center	Total Responses	
	%	%	%	%	%	%	N
Yes	75	50	43	50	50	53	62
No	4	45	45	50	41	36	43
Don't know	20	5	13	0	9	11	13
Base number	24	20	40	12	22		118

Chi-square: 16.16, $p < .05$

Table 3.20 shows a significant difference among the five organizational school patterns to the question, "Do the non-vocational graduates leave the area, more, less, or at about the same rate as the vocational graduates?" Of the one hundred eighteen respondents, little over half of the respondents indicated the answer, "the same rate." The comprehensive high school recorded the highest percent of the five schools to the, "the same rate." Even though there was no significant difference among the professional staff, there certainly was a strong feeling that even though a large percentage of the students leave and get jobs, they will return to their area.

TABLE 3.20

DO THE NON-VOCATIONAL GRADUATES LEAVE THE AREA MORE, LESS OR AT ABOUT THE SAME RATE AS THE VOCATIONAL GRADUATES?

Non-Vocational Graduates Leave Area	Multi-County Feeder	Comprehensive	County Feeder	Multi-County Center	County Center	Total Responses	
	%	%	%	%	%	%	N
More	33	10	35	42	36	31	37
Less	8	25	8	0	14	11	13
Same	58	65	58	58	36	55	65
Don't know	0	0	0	0	14	3	3
Base number	24	20	40	12	22		118

Chi-square: 24.26, $p < .01$

Rules and Regulations Affecting the Vocational Program

In Table 3.21, the five organizational school patterns show significant differences in their responses to the question, "Do you know any specific examples where the chance to have free time in the senior year causes students to avoid a vocational program?" Even though approximately one-third of the respondents could not cite examples, there was a very strong concern regarding the different ways in which a student should complete the senior year. There was definitely a feeling in all schools that change was needed either from the local school district or from the State. All schools seemed to indicate that they would want better direction from someone on how to handle students in the twelfth year; the multi-county vocational centers and the career centers wanting something to be changed with the Carnegie Unit system. Even though there was no significant difference among the professional staff groups, there definitely was a feeling that more necessary controls than now exist should be placed on the seniors.

Some schools had their own local controls, but one district definitely did not want the system changed, simply because of an over-crowded condition.

TABLE 3.21

DO YOU KNOW OF ANY SPECIFIC EXAMPLES WHERE A STUDENT'S HAVING SO MUCH FREE TIME IN THE SENIOR YEAR CAUSES STUDENTS TO AVOID VOCATIONAL PROGRAMS?

Examples	Multi-County Feeder	Comprehensive	County Feeder	Multi-County Center	County Center	Total Responses	
	%	%	%	%	%	%	N
No	50	15	38	42	41	37	44
Yes, no examples	25	0	28	25	27	22	26
Yes, students can get jobs	17	65	18	8	14	24	28
Yes, keeps seniors out of building	4	10	0	0	0	3	3
Yes, too many class periods	4	0	5	0	5	3	4
Yes, more related to HS curriculum	0	5	5	8	0	3	4
Yes, change Carnegie Unit System	0	5	8	17	14	8	9
Base number	24	20	40	12	22		118

Chi-square: 42.12, $p < .01$

Table 3.22 indicates a significant difference among the five school organizational patterns to the question, "Are there any other rules, regulations, or policies - either state or local - that, in your judgment, limit students from taking vocational programs?" Approximately half of all respondents answered "no" to this question. The other half of the respondents focused mainly on Carnegie Units and the need for more flexibility. The comprehensive high school has the largest percentage in these categories. It is noticeable that the answer, "having the counselors familiar with the vocational center" continues to enter the picture.

TABLE 3.22

ARE THERE ANY OTHER RULES, REGULATIONS, OR POLICIES - EITHER STATE OR LOCAL - THAT, IN YOUR JUDGMENT, LIMIT STUDENTS FROM TAKING VOCATIONAL PROGRAMS?

Rules That Limit Students	Multi-County Feeder	Compre-hensive	County Feeder	Multi-County Center	County Center	Total Responses	
	%	%	%	%	%	%	N
No	58	20	53	42	55	48	56
Carnegie units earned by sr. year	21	30	8	0	14	14	17
Lack Carnegie Units for Center	8	0	8	0	5	5	6
Center only for grade 11 & 12	4	0	0	0	0	1	1
Needs more flexi-bility, credits	0	40	23	25	23	21	25
Familiarize counse-lors with center	0	10	0	33	5	6	7
Change policy, length of courses	8	0	8	0	0	4	5
Closer relationship w. State Dept.	0	0	3	0	0	1	1
Base number	24	20	40	12	22		118

Chi-square: 52.32, $p < .05$

In reference to Table 3.23 dealing with this same question, "Are there any other rules, regulations, or policies either at the State or local level that in your judgment limits students from vocational programs," significant difference appeared among the professional staff. Close to 50% of the principals' responses again center in the Carnegie Unit system, more flexibility, and the need for changes in policy on the length of courses. The vocational directors', along with the vocational teachers', responses centered on the need for more flexibility, and many mentioned the response of "familiarizing the counselors with the centers." The guidance counselors and academic teachers who responded mainly mentioned the Carnegie Unit and the need for more flexibility. Even though a large percentage said, "no" to this question, even the, "no" people felt that some change is needed regarding the senior year. The major concern of the professional staff was that they have control over the student in the senior year.

TABLE 3.23

ARE THERE ANY OTHER RULES, REGULATIONS, OR POLICIES - EITHER STATE OR LOCAL - THAT, IN YOUR JUDGMENT, LIMIT STUDENTS FROM TAKING VOCATIONAL PROGRAMS?

Rules That Limit Students	Principal	Voc. Dir. and Others	Gdnce. Couns.	Acad. Teacher	Voc. Teacher	Total Responses	
	%	%	%	%	%	%	N
No	47	26	42	58	57	48	56
Carnegie Units earned by sr.year	26	5	31	16	6	14	17
Lack Carnegie Units for center	11	0	8	0	6	5	6
Center only for grades 11 & 12	5	0	0	0	0	1	1
Needs more flexibility,credits	5	58	12	16	20	21	25
Familiarize counselors w. center	0	11	4	5	9	6	7
Change policy, length of courses	11	0	4	5	3	4	5
Closer relationship w. State Dept.	5	0	0	0	0	1	1
Base number	19	19	26	19	35		118

Chi-square: 45.71, p-<.01

Table 3.24 shows a significant difference among the professional staff when asked the following question, "Do you think the attitude of the non-vocational staff toward vocational education influences some students away from vocational programs?" The vocational directors and the vocational teachers had, by far, the lowest percentage that responded negatively and the highest response, "yes, vocational education is for poorer students." From the perspective of the vocational director, principal, and guidance counselor, the non-vocational staff does have some influence in keeping students away from vocational programs.

TABLE 3.24

DO YOU THINK THE ATTITUDES OF THE NON-VOCATIONAL STAFF TOWARD VOCATIONAL EDUCATION INFLUENCES SOME STUDENTS AWAY FROM VOCATIONAL PROGRAMS?

Attitudes of Staff	Principal	Voc. Dir. and Others	Gdnce. Couns.	Acad. Teacher	Voc. Teacher	Total Responses	
	%	%	%	%	%	%	N
No	68	16	62	79	43	53	62
Only if college material	0	5	4	5	3	3	4
Yes, Vo-Ed for poorer students	5	21	8	11	23	14	17
Yes, counselors push academic	0	5	0	0	17	6	7
Yes, very little	16	53	19	5	11	20	23
Bus.Ed. encouraged to stay at feeder	0	0	4	0	3	2	2
Yes, no reason	11	0	4	0	0	3	3
Base number	19	19	26	19	35		118

Chi-square: 48.81, $p < .001$

Table 3.25 indicates a significant difference (to .05 level) among the five organizational school patterns to the question, "Do you have any ideas why students leave the vocational agriculture program?" Since many of the schools did not have an agriculture program, the response came from forty-six professional people. Even though there was a feeling at the State level that this was a major problem, the people who responded to this did not feel, in essence, that it was a major problem, probably based upon their response of, "there are fewer farmers today," and, secondly, that since the students start in the vocational agriculture program in the ninth grade, many times they change to a related shop at the vocational center. One may consider this dropping out of the straight vocational agriculture program, but it certainly was not viewed that way among the majority of the professional staff.

TABLE 3.25

DO YOU HAVE ANY IDEAS WHY STUDENTS LEAVE THE VOCATIONAL AGRICULTURE PROGRAM?

Students Leave	Multi-County Feeder	Comprehensive	County Feeder	Multi-County Center	County Center	Total	Responses
	%	%	%	%	%	%	N
Fewer farmers today	31	10	0	50	0	17	8
Change to related shops	50	60	22	50	100	54	25
Leave for agricultural jobs	13	0	22	0	0	9	4
Stop-gap course till drop-out age	0	0	11	0	0	2	1
Vo-Ag oversold to students	6	20	11	0	0	9	4
Poor teachers	0	10	33	0	0	9	4
Base number	16	10	9	4	7		46

Chi-square: 31.17, $p < .05$

Table 3.26 does not show a significant difference among the professional staff to the question, "What is your opinion of converting to a full-time vocational school?" This question was asked of the faculties of the multi-county vocational and the county centers. Even though the response is only thirty-four, approximately three-fourths mentioned that they favored this approach. The favoring of the approach stems from the fact that they can see more cooperative instruction among the vocational shops and the related academic areas. At some vocational schools, a few academic courses are being taught and the faculty seemed definitely to like this approach.

TABLE 3.26

WHAT IS YOUR OPINION OF CONVERTING TO A FULL-TIME VOCATIONAL SCHOOL?

Converting to Full-time Voc. School	Vocational Director and Others	Guidance Counselor	Vocational Teacher	Total	Responses
	%	%	%	%	N
In favor, no reason given	0	0	7	3	1
In favor, tie in related courses	46	83	87	71	24
No opinion	15	17	0	9	3
Opposed, no reason given	15	0	7	9	3
No, half day serves more students	15	0	0	6	2
No, academic staff would control school	8	0	0	3	1
Base number	13	6	15		34

Chi-square: 11.51, p = n.s.

Specific Factors that Cause Students to Avoid a Vocational Education Program

"Can you think of any other factors that may cause students to avoid vocational programs?" was the final question addressed to the professional staff. Their responses were grouped into five general categories as they relate to the following: "administrative functions," "curriculum," "attitude," "factors relating to feeder high school," and "other demands on students." It was felt that since there was such a large variety of answers, we would first indicate a general collapsing effect of these factors for the analyses of the five organizational school patterns, as well as for the five professional staff categories (as indicated in Table 3.28), and then show an itemized breakdown of frequencies of response (as indicated in Table 3.29).

Table 3.27 did not show a significant difference among the five school organizational patterns. Of the one hundred seventeen respondents to this question, it is clear that the list of factors was very closely distributed among "administrative," "curriculum," and "attitude." Half of the responses at the comprehensive high schools cited "curriculum" as the leading factor that causes students to avoid a vocational program; whereas, at the multi-county vocational center "attitude" was cited as the greatest factor. It may also be noticed that a further answer to a broad general category called "factors relating to the feeder high school" was listed not only as a separate entity, but was sporadically mentioned in the other four general categories.

TABLE 3.27

CAN YOU THINK OF ANY OTHER FACTORS THAT MAY CAUSE STUDENTS TO AVOID VOCATIONAL PROGRAMS?

Students Avoid Programs	Multi-County Feeder	Comprehensive	County Feeder	Multi-County Center	County Center	Total	Responses
	%	%	%	%	%	%	N
Administrative functions	33	30	23	33	32	29	34
Curriculum	29	50	21	17	36	30	35
Attitude	21	20	33	42	27	28	33
Factors relating to feeder school	0	0	8	0	0	3	3
Other demands on students	17	0	15	8	5	10	12
Base number	24	20	39	12	22		117

Chi-square: 18.47, p.=n.s.

When analyzed by staff position, the principals' highest cited response is, "administrative" and "attitude" factors that cause students to avoid vocational programs; whereas, the vocational directors and guidance counselors listed, "curriculum" and "administrative factors" most frequently, as related in Table 3.28. It seems to be somewhat significant that both the academic teachers and the vocational teachers have a very low percentage of response in citing, "administrative factors," but academic and vocational teachers and principals seem to bring out, "other demands on students" as causing students to avoid vocational programs.

TABLE 3.28

CAN YOU THINK OF ANY OTHER FACTORS THAT MAY CAUSE STUDENTS TO AVOID VOCATIONAL PROGRAMS?

Students Avoid Programs	Principal	Voc. Dir. and Others	Gdnce. Couns.	Acad. Teacher	Voc. Teacher	Total	Responses
	%	%	%	%	%	%	N
Administrative functions	42	32	44	11	20	29	34
Curriculum	11	53	36	32	23	30	35
Attitude	32	16	16	37	37	28	33
Factors relating to feeder H.S.	0	0	0	5	6	2	3
Other demands on students	16	0	4	16	14	10	12
Base number	19	19	25	19	35		117

Chi-square: 24.91, $p < .05$

Finally, Table 3.29 presents the separate frequencies and categories for the professional staff answers to the "other factors" question. A total of two hundred seventy five first, second, and third responses were mentioned. Of the "administrative factors" that may cause students to avoid a vocational program, the highest frequency was, "problems relating to principals and especially guidance counselors at the feeder high schools." This is followed closely by, "need for more flexibility" and "State graduation requirements; slow students cannot acquire necessary credits." In the area relating to, "curriculum factors," by far the two leading responses to the whole group of questions was, "there are not enough courses offered" and "students cannot get their first choices." In the area of "attitudinal factors" that may cause students to avoid vocational programs, the three leading responses were: "stigma of vocational education - 'only for dummies'," followed by, "parental resistance to vocational education" and relating back, "stigma, although it has decreased within the last three years." In the area of "factors relating to the feeder high schools," it was indicated previously that some of these factors are related under other categories, but most specific was, "the need for vocational counselors" and "feeder schools need to know what is available at the (vocational) center." The fifth general category, "other demands on students," brought out "travel" by the students as the most prominent factor.

TABLE 3.29

CAN YOU THINK OF ANY OTHER FACTORS
THAT MAY CAUSE STUDENTS TO AVOID VOCATIONAL PROGRAMS?

	N
Administrative Factors	
1. Administrative factors not elsewhere classified	4
2. Block scheduling; need more flexibility	9
3. Two-year courses; need shorter courses	2
4. State graduation requirements; slow students cannot acquire necessary credits	9
5. Quota system; some schools limited, others cannot fill quotas	7
6. Problems relating to principals and especially guidance personnel at the feeder high school	11
7. Vocational school not meeting needs of students	8
8. Poor selection procedure	4
9. Need comprehensive high school	3
Curriculum Factors	
1. Courses available (not elsewhere classified)	1
2. Students cannot get first choices	38
3. Not enough courses offered	47
Attitudinal Factors	
1. Attitudinal factors not elsewhere classified	3
2. Stigma of vocational education - "only for 'dummies'"	33
3. Parental resistance to vocational education	27
4. Students don't want to leave area to get jobs which vocational training prepares for	8
5. Stigma; has decreased in last three years	13
6. Feeder school's attitude toward vocational school	5
Factors Relating to Feeder Schools	
1. Feeder school needs to know what is available at center	8
2. Need vocational counselors	18
Other Demands on Students	
1. Chores at home prevent attending vocational center	1
2. Travel	15
Total Responses	275

CHAPTER 4

ATTITUDES OF STUDENTS AND THEIR PARENTS

To determine the reasons students perceived as influencing their choice of curriculum, a survey was conducted in selected high schools. To supplement the information collected from the students, a separate questionnaire was addressed to the parents of the selected students. The response rates from these surveys were quite good. It can be assumed that the results reported in this chapter reflect with considerable accuracy the attitudes and opinions of the students and parents in the selected schools. Since the schools were selected to be representative of the total State, these results can be generalized to similar types of high schools and vocational centers throughout the State.

The questionnaire that was directed to the students focused namely on three general areas: possible influences on the choice of a course of study, consideration of vocational education by non-vocational students, and attitudes toward vocational edutation. The parent questionnaire emphasized these same areas but from the perspective of the parent. Overall, there was considerable agreement in the responses received from students and parents.

An analyses of the questionnaire yielded the following general findings:

1. Non-vocational students usually had as much or more exposure than vocational students to experiences designed to increase their occupational knowledge and awareness.

2. Relatively few students, usually 10% or less, reported they were prevented from taking vocational courses by rules, regulations, or discussions with teachers or counselors.

3. Increasing the number of vocational offerings, particularly in the popular areas such as auto related and building trades, would increase the attractiveness of vocational programs to many students.

4. Attitudes toward vocational education are generally positive among both vocational and non-vocational students and parents. The vocational students and parents, however, are usually significantly more positive than the non-vocational students and parents.

Each of these general findings is presented in more detail in the sections of this chapter.

STUDENT AND PARENT QUESTIONNAIRES

Influences on Choice of Course of Study

The questionnaire that the students completed listed a number of experiences which might have affected the choice of a course of study to follow in high school. The kinds of experiences which were listed emphasized those that the school itself has an opportunity to influence. It is well known, for example, that the social-economic background of the family has considerable impact upon school achievement and occupational choice. However, the public schools can have no influence upon the social-economic background of their present students. Although this is a very important factor, it is one that the public school cannot alter. The kinds of experiences listed in the questionnaire were primarily those that the schools could alter if an effort were made to do so.

Table 4.1 lists the experiences which were included in the questionnaire and presents the percentage of male and female students, vocational and non-vocational, who reported having these experiences. From the perspective of the present report, the unfortunate finding from this table is that all the significant differences are in favor of the non-vocational students. That is, where there were differences larger than would be expected by chance, more non-vocational than vocational students had had the experience. Non-vocational students were more likely to have taken vocational aptitude and vocational interest tests and to have read material about occupations. These findings suggest that greater efforts to increase the level of occupational information and awareness among students are unlikely to lead to increased enrollment in vocational programs.

A number of questions were also included in the student questionnaire concerning the individuals with whom course choices were discussed. The pattern of responses to all these questions was quite consistent - parents, counselors, and peers. Parents were usually the most frequently mentioned as the ones with whom the choice of a course of study had been discussed (63%), the most frequent ones to suggest the student take his/her present course of study (29%), and the most important influence on the choice (23%).

TABLE 4.1

STUDENTS REPORTING EXPOSURE TO POSSIBLE INFLUENCES ON CHOICE OF COURSE OF STUDY, BY PROGRAM AND SEX

Possible Influence	Vocational			Non-Vocational		
	Male	Female	Total	Male	Female	Total
	%	%	%	%	%	%
School programs	60	68	63	56	63	60
Vocational aptitude test	50	50	50[a]	50	65[b]	58
Vocational interest test	43	47	44[a]	49	55	52
Read occupational material	35	56[b]	44[a]	47	61[b]	54
Hobbies or leisure-time activities	29	23	27	26	24	25
Career education course	25	28	26	25	24	24
Take summer program	15	8	12	11	8	9
Base number	183	138	330	155	153	317
Range	180 - 186	136 - 140	326 - 333	152 - 157	150 - 155	313 - 320

[a]Difference between vocational and non-vocational (males and females combined) significant .05 level or less.
[b]Difference between males and females significant .05 level or less.

Guidance counselors actually ranked first as the individual with whom students reported discussing course choices (68%), but fell off considerably as the most important influence (Table 4.2) or the one who suggested the student take a particular course. Certainly this is as it should be. The counselor should be a source of information and should present a model of the decision-making process, but he/she should not make the decision for the student. Of the students who reported discussing their choice of course of study with their counselors, almost all rated them as quite or very helpful. (Table 4.3)

TABLE 4.2

INDIVIDUAL REPORTED BY STUDENTS AS HAVING MOST INFLUENCE ON CHOICE OF COURSE OF STUDY, BY PROGRAM AND SEX

Individual	Vocational			Non-Vocational		
	Male	Female	Total	Male	Female	Total
	%	%	%	%	%	%
No one	55	37	48	46	44	45
One or both parents	19	23	21	26	26	26
Other students	9	11	10	10	9	9
Guidance counselor	6	13	10	6	11	9
Brother, sister, other relative	4	5	4	2	5	4
One or more teachers	2	7	4	4	3	4
School principal	1	0	*	0	0	0
Other	4	4	4	3	2	4
Base number	186	136	330	157	150	316

Chi-square: Vocational vs non-vocational 3.82 p.=.80 n.s.
Vocational males vs females 16.75 p.=.02
Non-vocational males vs females 5.61 p.=.47 n.s.

*Less than one-half of one percent

TABLE A.3

RATED HELPFULNESS OF DISCUSSIONS OF COURSE CHOICE
WITH COUNSELOR, BY PROGRAM AND SEX

Ratings	Vocational			Non-Vocational		
	Male	Female	Total	Male	Female	Total
	%	%	%	%	%	%
Reported discussing choice with counselor	62	70	65	67	76	72
Very helpful	18	17	21	17	20	19
Quite helpful	13	24	18	24	28	26
Undecided	4	1	3	4	3	3
A little helpful	24	17	21	20	21	20
Not at all helpful	4	1	3	3	5	4
Reported no discussion	38	30	35	33	24	28
Base number	161	137	304	158	149	314

Chi-square: Vocational vs Non-vocational 7.73 p<.10 n.s.
Vocational males vs females 14.09 p<.01
Non-vocational males vs females 4.57 p<.05 n.s.

In these comparisons of individual influences on choice of course of study, there were no significant differences between vocational and non-vocational students. There was a sharp difference, however, in the main reasons the students reported for choosing their curricula (Table A.4). As would be expected, a majority of the vocational students were preparing for employment and a majority of non-vocational students were preparing for post-secondary education.

TABLE 4.4

STUDENTS' REPORT AS TO MOST IMPORTANT REASON FOR CHOOSING PRESENT COURSE OF STUDY, BY PROGRAM AND SEX

Reason	Vocational			Non-Vocational		
	Male	Female	Total	Male	Female	Total
	%	%	%	%	%	%
Prepare for employment	53	56	55	9	14	12
Study things of personal interest	21	12	17	10	17	13
Prepare for college, business, technical school, etc.	8	17	12	49	55	52
Be in same classes with friends	2	1	1	4	3	4
To have easy courses	1	1	1	5	1	3
Followed suggestion of school	1	1	1	4	1	3
Other	3	3	3	8	3	5
Undecided, don't know	8	7	7	10	5	7
Base number	187	140	325	156	149	304

Chi-square: Vocational vs non-vocational 282.69 p.<.001
Vocational males vs females 12.23 p.=.09 n.s.
Non-vocational males vs females 14.76 p.=.04

All students were asked if they had ever considered taking a different course of study from their present one. Almost half, 43%, of the non-vocational students said they had. Of this 43%, 16% had considered a straight vocational program and 13% a vocational program in combination with a general or college preparatory program. The comparable figure for vocational students was a total of 35% who considered another program, of which 14% had considered a straight general or college preparatory, 8% a different vocational, and 11% a different vocational-general-college prep combination. Those who reported considering another program were asked to indicate why they decided not to take the course they considered. Not all who should have answered this question did so, but the responses of those who did are shown in Table 4.5.

Three answers are of particular interest in this table: the percentage of vocational students who wanted courses offered at the vo-tech center (16%); the percentage of non-vocational students who had too many required courses to go to the center (18%); and the percentage who did not want to take the bus ride to the center (6%). It should be noted that these are percentages only of those who reported considering a different course of study and who also reported their reasons for not taking it. They are not based on all the students in the separate curricula. Nevertheless, they do suggest that a small minority of approximately 3% to 8%, allowing for sampling error, of all non-vocational students in the schools studied could not take a vocational program because of required courses. The 6% who reported they did not want to ride the bus to the center, when projected to all non-vocational students and allowing for sampling error, means that from a minimum of less than 1% to a maximum of 3% were deterred by this. There were no significant differences between males and females on these responses.

TABLE 4.5

WHY DECIDED NOT TO TAKE ANOTHER COURSE OF STUDY,
THOSE WHO CONSIDERED OTHER COURSE ONLY

Reason	Vocational	Non-Vocational
	%	%
Changed career goals, plans	41	40
Wanted courses offered at center	16	4
Decided did not want to go to college	15	8
Could not get course I wanted	11	7
Could not meet requirements	11	12
Received guidance which caused change of plans	3	6
No longer demand for college graduates	3	0
Too many required courses at home school to go to center	1	18
Did not want to take bus ride to center	0	6
Base number	75	104
Base as % of total in curriculum	22%	32%

Chi-square: 29.27 $p < .001$

TABLE 4.6

EVER DISCUSS TAKING A VOCATIONAL PROGRAM WITH TEACHER OR COUNSELOR,
NON-VOCATIONAL STUDENTS ONLY

Discuss and Response	Non-Vocational
	%
Discussed vocational program	24
Response of teacher/counselor	
Encouraged, helpful, provided information	20[a]
Casual, indifferent	6
Discouraged from taking	3
Arranged for course desired	2
No answer on response	2
Never discussed	76
Base number	304

[a]Total responses exceeds 24% because some students reported more than one type of response

Consideration of Vocational Programs by Non-Vocational Students

A fairly large proportion of non-vocational students, one out of every four, reported they had discussed taking a vocational program with a teacher or counselor (Table 4.6). For the most part they found these discussions to be helpful or encouraging. However, almost 10% said the teacher or counselor was either indifferent or actually discouraging. This figure projects out, allowing for sampling error, to from 6% to 12% of non-vocational students who may have been turned away from vocational education by the reaction of a counselor or teacher.

TABLE 4.7

EVER TRY TO ENROLL IN A VOCATIONAL PROGRAM,
NON-VOCATIONAL STUDENTS ONLY

Enroll and Reasons Did Not	Non-Vocational
	%
Tried to enroll	14
Reasons did not	
Required other courses for graduation	3[a]
Not sure of what to take	3
Class was full, overcrowded	2
Wanted a one-year course	2
Required other courses for college admission	2
Became dissatisfied	1
Didn't want to miss things at home school	1
Wanted to wait until senior year	1
No answer as to reason	4
Never tried to enroll	86
Base number	299

[a]Total of reasons exceed 14% because some students reported more than one reason.

This figure of a little less than 10% who were in some manner turned away from vocational programs is quite similar to the proportions found in response to two additional questions which were addressed to non-vocational students. The students were asked if they had tried to enroll in a vocational program (Table 4.7) and if they had ever been prevented from taking a vocational program because of school or graduation requirements (Table 4.8). This latter question was also asked of the parents who were surveyed. "Required courses" was the most common reason given for not taking vocational courses. However, this was 5% or less of the respondents. Removing such course requirement barriers to vocational programs would have some, but probably rather limited, effect.

TABLE 4.8

EVER PREVENTED FROM TAKING A VOCATIONAL PROGRAM BECAUSE OF SCHOOL OR GRADUATION REQUIREMENTS, NON-VOCATIONAL STUDENTS AND PARENTS ONLY

Prevented and Reason Why	Non-Vocational	
	Student	Parents
	%	%
Prevented	7	9
Reason		
Required subjects	4[a]	3
Not enough credits	2	0
Vocational limited to 11th, 12th	*	*
Could not take part in extracurricular activities	*	0
Boys or girls not permitted in certain shops	0	1
Class too full or cancelled	0	3
No answer as to reason	2	2
Not prevented	93	91
Base number	300	287

[a]Total of reasons exceeds 7% because some students reported more than one reason.

*Less than one-half of one percent.

Table 4.9 suggests that a broader number of course options would increase the appeal of vocational programs. About one out of every four (28%) non-vocational students said they might have taken different programs if they had been available. The types of programs they mentioned are not that unusual. They tend to be the traditionally popular courses; automotive-related, construction related, data processing, electronics, etc. Either these courses were not offered in the areas where the students who listed them live, or they were offered but fully enrolled. This second explanation seems more likely, for 21% of the vocational students reported they were in a second-choice program. Here again, most of the first-choice programs were the highly popular ones.

TABLE 4.9

DIFFERENT VOCATIONAL PROGRAMS THAT MIGHT HAVE ATTRACTED NON-VOCATIONAL STUDENTS, BY SEX

Attracted and Program	Non-Vocational		
	Male	Female	Total
	%	%	%
Would have been attracted by different programs	30	24	28
Programs that would have attracted			
Agriculture	2[a]	1[a]	1[a]
Distributive Education	0	1	*
Health	2	4	3
Home Economics	1	4	2
Office Occupations	1	1	1
Technical	6	4	5
Industrial	9	1	5
No answer as to type	10	10	10
Would not have attracted	70	76	72
Base number	146	143	294

Chi-square: male vs female 14.85 p.=.00 n.s.

*Less than one-half of one percent.

[a]Sum of individual programs may differ from total due to rounding.

Attitudes Toward Vocational Education

In both the student and parent questionnaires, scales to measure attitudes toward vocational education were included. Most of the individual items in these scales were different, reflecting the different perspectives of the two groups. The student items mainly referred to the actual experiences of vocational students - the contents of their courses, how hard they work, how much students like vocational courses, etc. The parent items referred mainly to the worth or value of vocational education as part of the school curriculum.

Both the student and parent items were analyzed according to the standard criteria for a Likert or summated rating scale and all the items met these criteria.[1]

Once it was determined the items met the technical criteria, they were analyzed by curriculum, type of facility in which vocational programs were given, and sex of students. As would be expected, vocational students and parents of vocational students were almost always significantly more positive than non-vocational students and parents. Vocational students who took their training in multi-county and county centers tended to be more positive toward vocational education than vocational students from comprehensive schools. While there were few significant differences between male and female students, of those that occurred, in all but one case females were more positive than males.

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[1]These criteria are:

(1) The individual items differentiated significantly between high and low scoring respondents.
(2) The individual items had fairly low intercorrelations.
(3) The individual items correlated significantly with the adjusted total score (the sum of all the items except the one being correlated).
(4) The scales had internal consistency coefficient of .80 or higher.

One should not get the impression from this summary that non-vocational students and parents were negative toward vocational education; they were just less positive. Figures 4.a through 4.d demonstrate this point: these figures show the five most favorable and five least favorable items from the student and parent questionnaires. These were the most and least favorable on the basis of the percentage giving the two most positive responses. (The items were balanced so that for half of them a "strongly agree" was the most positive response and for the other half a "strongly disagree" was the most favorable.) On the most favorable items, the vocational students and parents differed from the non-vocational primarily in the proportion who endorsed the strongly-agree or strongly-disagree response. Very few respondents endorsed the negative responses.[2]

---

[2] The percentages for each of the possible responses for each of the three items are presented for the vocational and non-vocational students in Appendix Table A-1 and for the parents of vocational and non-vocational students in Appendix Table A-2.

FIGURE 4.a

FIVE MOST FAVORABLE STUDENT ITEMS

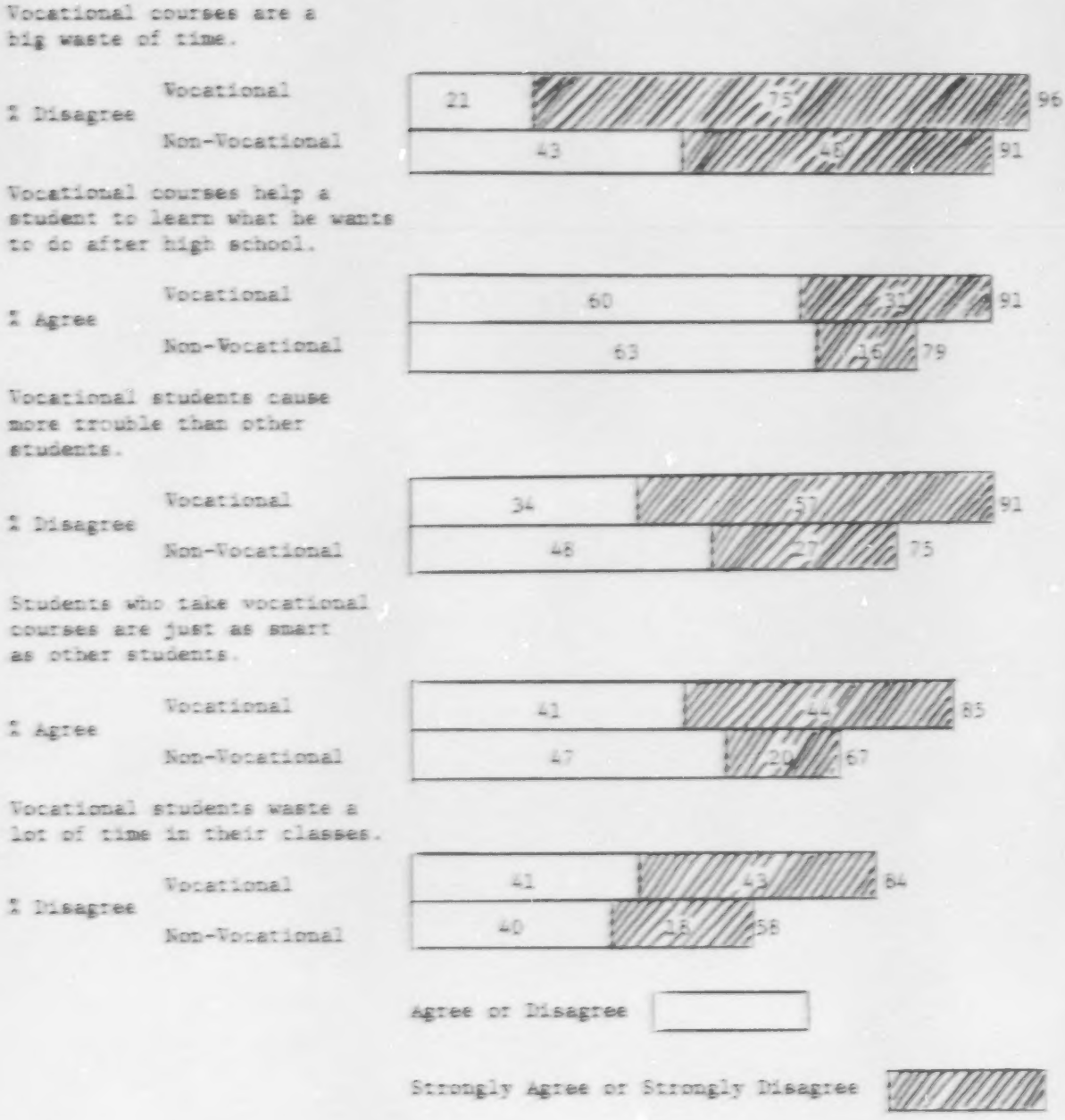

Figure 4.a - Five items from attitudes toward vocational education scale that received most favorable responses from vocational students.

FIGURE 4.b

FIVE LEAST FAVORABLE STUDENT ITEMS

Vocational students are more serious about their studies than other students.

% Agree

Vocational	23	12	35
Non-Vocational	7	2	9

It is easier to get good marks in vocational courses than it is in other courses.

% Disagree

Vocational	34	11	45
Non-Vocational	29	6	35

Taking vocational courses makes it harder to take part in sports and other activities.

% Disagree

Vocational	41	11	52
Non-Vocational	32	8	40

Vocational courses at county centers are better than those in regular high schools.

% Agree

Vocational	27	28	55
Non-Vocational	26	12	38

Students don't like to go to a county center to take vocational courses.

% Disagree

Vocational	34	22	56
Non-Vocational	31	6	37

Agree or Disagree

Strongly Agree or Strongly Disagree

Figure 4.b - Five items from attitude toward vocational education scale that received least favorable responses from vocational students.

FIGURE 4.c

FIVE MOST FAVORABLE PARENT ITEMS

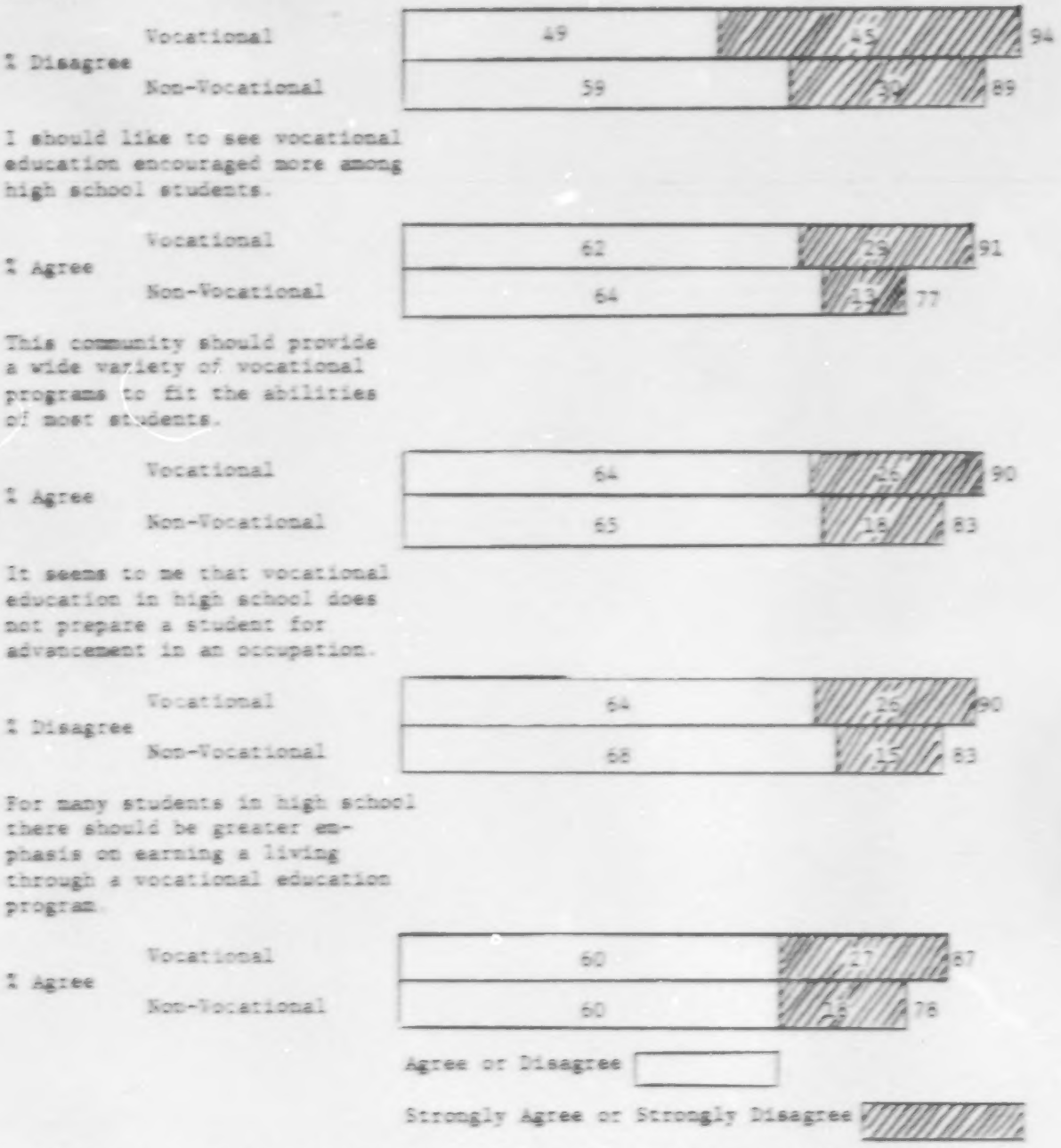

Figure 4.c - Five items from attitudes toward vocational education scale that received most favorable responses from parents of vocational students.

FIGURE 4.d

FIVE LEAST FAVORABLE PARENT ITEMS

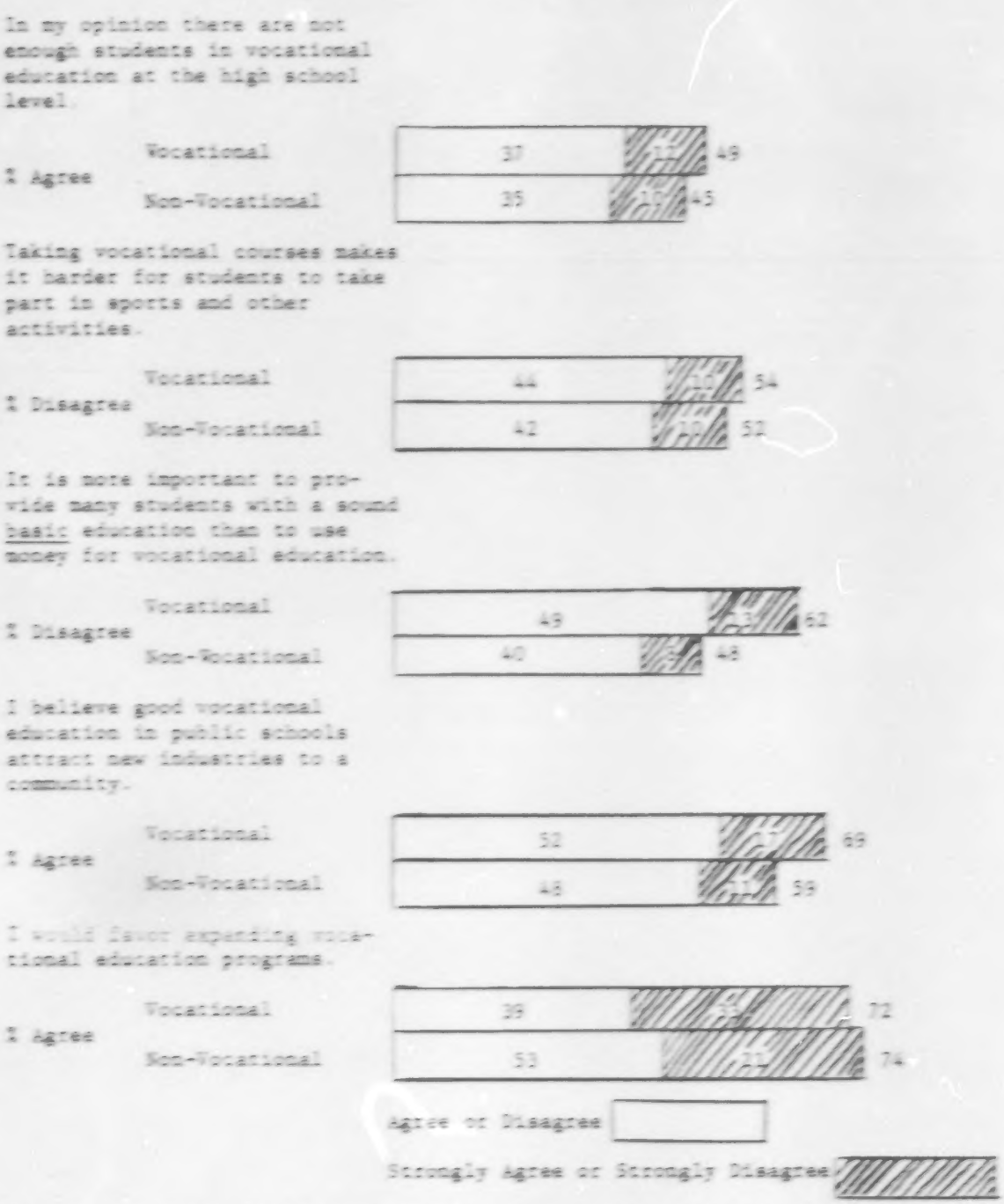

Figure 4.d - Five items from attitude toward vocational education scale that received least favorable responses from parents of vocational students.

Two of the five least favorable items from the student scale are the most helpful in trying to uncover some possible reasons that some students do not take vocational programs. These show that a majority of non-vocational students and a substantial minority of vocational students either are undecided or do feel that vocational courses make it harder to take part in sports and other activities and that students do not like to go to a county center to take vocational courses. These attitudinal responses are substantially different from the percentage of vocational students who actually expressed such concern (Table 4.10).

While the percentages in Table 4.10 may in themselves be a legitimate cause of concern, they are far lower than the percentage of students, both vocational and non-vocational, to whom they are potential concerns. This is one area in which an educational program may serve to remove some of the barriers to vocational enrollment.

TABLE 4.10

WAYS IN WHICH TAKING A VOCATIONAL PROGRAM HAS LIMITED OR HINDERED STUDENTS, BY TYPE OF VOCATIONAL FACILITY

Limited or Hindered	Type of Facility		
	Multi-County	County Center	Comprehensive High School
	%	%	%
From taking part in clubs and activities	41	31	6[a]
From having lunch with friends	36	29	11
From taking part in organized sports	29	20	3
From taking part in student government	21	21	3
Percent which objects to bus ride to center	20	13	n.a.
Base number	96	140	271
Average Range	91-98	139-142	70-71

[a]All differences between centers and comprehensive high schools significant at .001 level or less.

n.a. = not applicable

Regardless of their attitude toward vocational education itself, it is clear that vocational students and their parents are a little more satisfied with the education the student is receiving than are non-vocational students and parents. These comparisons are given in Table 4.11. As on the vocational education scales, there are relatively few who are dissatisfied. However, among the non-vocationals, there tend to be a few more who are dissatisfied and a few less who are very satisfied. The small proportion who are dissatisfied reported the major reasons to be the limited offering and the quality of the curriculum and teachers.

TABLE 4.11

REPORTED SATISFACTION WITH EDUCATION - STUDENT AND PARENTS, VOCATIONAL AND NON-VOCATIONAL

Rated Satisfaction	Vocational		Non-Vocational	
	Student	Parents	Student	Parents
	%	%	%	%
Very satisfied	29	25	21	25
Satisfied	50	67	58	54
Undecided	3	4	5	5
Dissatisfied	4	2	11	13
Very dissatisfied	4	1	3	1
Base number	328	296	303	291

Chi-square: Students vocational vs non-vocational 26.71 p<.01
Parents vocational vs non-vocational 18.29 p<.01

Career Plans

When the students were asked their main reasons for selecting their high school curriculum, there was a clear difference between vocational and non-vocational respondents. This was also reflected in their plans following high school (Table 4.12) and in the kinds of jobs they expected to get (Table 4.13).

The majority of vocational students and their parents anticipate employment. The non-vocational students and parents anticipate post-secondary education. However, it should be noted that about one in every four vocational students expects to continue his/her education and almost the same proportion of non-vocational students expects to get a job. As was true for most of the items that were included in both the student and parent questionnaires, there was a high level of agreement in the two sets of answers.

TABLE A.22

PLANS FOLLOWING HIGH SCHOOL AS REPORTED BY STUDENTS AND THEIR PARENTS, VOCATIONAL AND NON-VOCATIONAL

Plans	Vocational		Non-Vocational	
	Students	Parents	Students	Parents
	%	%	%	%
Get a job	63	55	22	17
Attend a four-year college	9	9	51	49
Attend a junior or community college	8	3	8	5
Attend a vocational or business school	7	20	6	9
Go into military service	7	4	4	3
Other	6	2	7	5
Be a housewife	1	a	3	a
I don't know	b	16	b	10
Base number	331	301	331	289

[a]Not listed as an alternative on parent questionnaire.
[b]Not listed as an alternative on student questionnaire.

TABLE 4.13

KIND OF JOB EXPECTED AFTER FINISHING EDUCATION,
BY PROGRAM AND SEX

Job Expectations	Vocational			Non-Vocational		
	Male	Female	Total	Male	Female	Total
	%	%	%	%	%	%
Professional, manager, proprietor	7	13	10	19	35	27
Technician, supervisor	5	4	5	10	6	9
Skilled worker	32	5	20	6	2	4
Clerical, sales	1	39	17	3	12	8
Service work, government	2	1	2	4	3	3
Semi-skilled (operative)	11	5	9	6	1	3
Unskilled	5	2	4	2	0	1
General reference:"good job", "good paying job"	4	3	4	6	3	5
Undecided (marriage)	33	28	30	43	37	40
Base number	183	137	328	157	153	319

Chi-square: Vocational vs non-vocational 95.17 p.<.001
Vocational males vs females 102.99 p.<.001
Non-vocational males vs females 32.58 p.<.001

The types of jobs the students expect to get when they finish their education are generally congruent with their curricula. Table 4.14 presents an analysis of job expectations by the seven major vocational areas. If the undecided category is excluded, the most frequent responses are found in the cells that suggest the best fit between area of preparation and kind of job expected.

TABLE 4.14

KIND OF JOB EXPECTED AFTER FINISHING EDUCATION BY VOCATIONAL PROGRAM BEING TAKEN IN SCHOOL

Job Expectations	Vocational Program						
	Agricult.	D.E.	Health	HomeEc.	Office	Tech.	Indust.
	%	%	%	%	%	%	%
Professional, manager, proprietor	7	31	40	13	6	8	3
Technician, supervisor	0	0	5	3	5	27	1
Skilled worker	17	0	15	6	2	12	43
Clerical, sales	3	38	0	6	63	4	1
Service work,government	3	0	0	6	0	0	2
Semi-skilled(operative)	17	0	10	10	3	0	10
Unskilled	10	0	5	6	0	4	3
General reference,"good job," "good paying"	3	0	10	3	2	8	4
Undecided (marriage)	38	31	15	45	20	38	33
Base number	29	13	20	31	65	26	116

The students' aspirations are also generally in line with their expectations. To measure aspirations, the students were asked the kind of job they would "most like to have." The comparison of expectation to aspiration, shown in Table 4.15, yields evidence of some modest hopes for upward mobility but, mainly, considerable congruence between expectation and hopes.

TABLE 4.15

KIND OF JOB STUDENT EXPECTS TO GET
AND TYPE WOULD MOST LIKE TO HAVE

Job Expectations	Vocational		Non-Vocational	
	Expect	Like	Expect	Like
	%	%	%	%
Professional, manager, proprietor	10	13	27	32
Technician, supervisor	5	4	9	8
Skilled Worker	20	17	4	8
Clerical, sales	17	12	8	8
Service worker, government	2	3	3	6
Semi-skilled (operative)	9	8	3	3
Unskilled	4	2	1	1
General reference, "good job," "good paying job"	4	2	5	3
Undecided (marriage)	30	36	40	33
Base number	328	328	319	319

Finally, the students and parents were asked about plans for residency in West Virginia after the student completes his/her education. West Virginia has for the past several decades been an exporter of people. In most cases, this migration has not been of choice but of necessity, and the responses shown in Table 4.16 reveal a similar pattern. Very few students definitely plan to leave, but many recognize the importance of employment in their plans. The vocational males were more aware of the role of employment than the females. Almost half (46%) of the vocational males said they would stay if they could find employment, compared to 26% of the vocational females.

TABLE 4.16

PLANS FOR LIVING IN WEST VIRGINIA AFTER COMPLETING EDUCATION
AS REPORTED BY STUDENTS AND PARENTS,
VOCATIONAL AND NON-VOCATIONAL

Plans	Vocational		Non-Vocational	
	Student	Parent	Student	Parent
	%	%	%	%
Definitely will live in West Virginia	23	18	14	16
Will stay if I can find employment	38	47	38	40
Will probably leave	8	5	13	9
Definitely plan to leave	3	1	7	2
Undecided, don't know	28	29	28	33
Base number	336	302	323	290

CHAPTER 5

EXISTING LEGISLATION, PROCEDURES, AND STANDARDS AFFECTING VOCATIONAL ENROLLMENTS

All existing laws which pertain to vocational education were reviewed and analyzed in order to identify factors which may inhibit West Virginia's secondary students from enrolling in vocational programs. The focus of this analysis was to determine if the laws are functioning to the best advantage for the students. In addition, a survey was made of the top echelon in the Department of Education who are responsible for vocational and technical education. Meetings were held with the State supervisors and top administrative personnel to determine, both through personal interviews and by self-administered questionnaires, how the persons who administer and supervise the various vocational programs in the State feel about problems, both legal and operational, which seem to be barriers in the operation of the total program. Two group interviews and eight personal interviews were conducted. Self-administered questionnaires were distributed to fourteen potential respondents; twelve were completed and returned.

Through these interviews and questionnaires, the following areas were investigated:

1. State versus county requirements.
2. Problem areas in attracting students into vocational education.
3. Organizational problems in different types of vocational training facilities.
4. Cooperative vocational education programs.
5. Seniors who do not have to be under school supervision to work.
6. Qualifications of applicants to participate as vocational students.

7. Advisory committees.

8. Job-preparation program for school dropouts.

This chapter summarizes the answers which consultants received, both verbally and by questionnaire and attempts to crystallize the concensus, or, in some cases, the majority position. It should be emphasized that the opinions and suggestions presented in this chapter are not the recommendations of the consultants. Those recommendations are presented in Chapter 6. The present chapter is a synthesis of the suggestions received from those in leadership positions in the State and an assessment of the impact of these suggestions on existing legislation and procedures.

Graduation Requirements

From all the surveys made, one of the most significant changes that seem to be in order is that in State graduation requirements. At the present time, vocational education students encounter difficulties in a county system and particularly in a multi-county arrangement. It was suggested that two types of graduation certificates be issued: (1) the diploma as it now exists, and (2) a vocational graduation certificate that indicates completion of basic courses and the vocational curriculum. For the latter, students at the eleventh and twelfth grade levels who choose the vocational course would not be required to take the academic subjects at those levels. While this was suggested by some of the State leadership, there was another position that was directly opposed. This position was that a vocational certificate was likely to be regarded as "less valuable" than a regular diploma.

An alternative to the present graduation requirements would be to take into consideration the competencies that need to be identified. After these are satisfied, a student's education could be enriched by appropriate electives.

The opinion was expressed that if required courses for vocational students are neither eliminated nor restructured, then academic courses should be required of vocational students to the same degree as they are for college-bound or general students. In general, however, supervisors feel that the curriculum requirements for graduation for vocational students should be changed, particularly in areas involving English, social studies, and science courses. While physical education is now required for a two-year period, there seems to be some feeling that this requirement should be adjusted for vocational students.

There was a consensus that a program should be provided which could adjust to the needs of vocational students and which would provide for sequence in grades ten, eleven, and twelve. Vocational career orientation, exploration, and occupational training experience would be included. Many respondents thought consumer education should also be required of vocational students and consideration should be given to relating some mathematics and English courses to the occupational competencies involved in the particular vocational or technical courses pursued by students. Since this matter seems to be less of a problem in the comprehensive high school than in the county or multi-county vocational systems, it was suggested that a uniform policy be established by law or by the West Virginia State Board of Education to require a uniform, state-wide set of requirements, with local option for electives. This would assure greater opportunities for the students of all the counties in the State of West Virginia.

Problems of Attracting Students into Vocational Education

Scheduling.

At present, individual school systems select the scheduling system they use. These schedules sometimes act as a barrier to enrollment in vocational

programs. (This was found even though the professional staff interviews found scheduling to be the most common area of cooperation between the feeder schools and the vocational centers.) It appears that better scheduling between centers and feeder schools is needed. Travel times were found to affect class schedules, especially at the multi-county centers. When required subjects are offered at the same time as vocational courses, travel becomes as especially difficult problem. When the required subjects conflict with vocational courses, the graduation requirements seems to prevail and become a deterrent to the pursuit of vocational education, even though the vocational program is the student's primary interest. Since there are no State requirements and local systems can choose their own scheduling policy, communication between vocational and academic school personnel becomes disoriented.

Another area that is in frequent conflict is that of the extra-curricular activities. There appears to be considerable support for changes to improve this situation. It seems essential that counselors develop better articulation between the vocational and academic levels. There also seems to be consensus among administrators and supervisors that the following recommendation be considered for adoption by the West Virginia State Board of Education:

> All schools within a county should have the same schedule for beginning and ending times, length of periods, and number of periods per day. Schools feeding into a vocational center should all have a time schedule that would fit the schedule of the center, rather than vice versa.

Standards for Selection.

In studying this area, the consultants found a wide variety of opinions.

Some teachers seem to regard vocational programs as mostly for average or above average students with students of lesser ability given assistance as needed. There also appears to be some evidence that students at the lower end of the ability scale and those with behavioral problems are screened out of the vocational program. Conversely, it appears to many responsible persons that prime candidates for selection are the troublemakers, potential dropouts, and low achievers. In general, formal procedures for selection of vocational students are non-existent.

In most schools a survey is made to determine students' needs and interests. Space allocations are then made on the basis of preliminary selections. There appears to be a consensus that students who are scheduled into regular programs should be capable of succeeding in these programs and that students requiring special services should be enrolled in programs designed to meet such needs. Therefore, competencies required for occupations become a foremost consideration but, here again, the standards vary from school to school. Some schools take a subjective point of view for selection purposes; others use testing. One county requires all students to attend the vocational center. There is general agreement that standards for selection should be based upon interest and abilities, adequate guidance, and experience, as well as orientation of manpower demands. It was recommended by many respondents that a uniform system should be established by which all students who apply for a vocational curriculum would have shown, by testing, an aptitude for that curriculum. Such testing would use recognized measures and would be accompanied by an evaluation of the attitude, the desire, and the ability of the student who wishes to enroll in a particular vocational area.

Role of Bureau at the County Level.

As they themselves, see it, the main function of the supervisors in the Bureau of Vocational, Technical and Adult Education, Department of Education, is to provide leadership, consultation, and assistance in problem solving. Basically the Department of Education has the authority to supervise and try through suggestions and recommendations to establish uniform procedures throughout the State. Many respondents recommended a broader role for the Bureau; namely, a watchdog role charged with insuring effective, uniform operations in line with the regulations passed by the State Board of Education.

Currently, up-to-date information is disseminated, but county directors frequently find themselves unable to accomplish State objectives because of local philosophies. State-wide effort would afford the means for providing assistance at the local level that could result in program improvement at the grass-roots level, as well as achieving an overall uniformity that follows a State pattern. Since most county staffs representing particular service areas are larger than the State staff unit, the State role becomes primarily advisory and only regulatory in providing assistance. Under prevailing practice, State personnel assist, if requested, in developing a good local program and in formulating a good public relations program. Frequently, the latter ends the responsibility of the State staff.

Local differences would be considered through electives that could become county or multi-county features of a vocational program only after basic State standards were satisfied. The Bureau would not only supervise and determine whether State regulations are met, but would advise, furnish material, consult, plan and implement, coordinate, organize, review, and evaluate curriculum

materials. Many respondents felt there should be State authority to determine whether course content and other curriculum provisions are meeting the needs of the children. The State Superintendent and the Assistant Superintendent for Vocational Education, together with the management staff, could determine strengths and weaknesses of the supervisors for vocational education. A greater State effort to provide uniformity of supervisors in all counties could strengthen the total vocational program.

Program Exploration.

The need for increased emphasis on occupational exploration activities at the local level was expressed by many respondents. Presumably, some type of on-the-job training or hands-on experience is needed prior to entrance into a vocational program, probably on a non-pay basis. Many centers currently offer some program exploration in a summer session, especially at the junior high level. Most supervisors feel that, by any means possible, programs of career exploration and pre-vocational education should be established in all schools. It was suggested that pre-vocational career orientation should begin in kindergarten and continue throughout the school life of a child. Some areas need to have exploration programs developed in greater detail than others, as would be the case with office occupations. However, no area should be minimized. Guidance and counseling are needed to disseminate information and encourage critical thinking about career choices.

Expanding Vocational Opportunities.

In the opinion of the State leadership personnel, vocational opportunities and/or vocational programs should be expanded primarily whenever unmet labor

demands exist, and changes should be made in programs when low placement indicates a poor demand for graduates of existing vocational curricula. Identifiable local priorities should be incorporated into plans for program expansion. Most respondents felt local needs, as identified by local agencies and personnel, should be emphasized more than State mandates and State format for curricula. The local needs would take into account new and expanding industries, which would involve State and local supervisors in expansion and adjustment of the curricula.

One of the efforts of the State in this respect could be a computerized program of data processing for storing information and identifying areas for expansion or adjustment. There was a concern, however, that such data may not yield proper value unless consideration is given to quality offerings. Of course, demographic and geographic limitations should be considered in any expansion of vocational programs. Clearly, any program that remains status quo will suffer if changes are not made as dictated by need.

Organizational Problems in Vocational Education

The State of West Virginia has three types of administrative organization for vocational education: comprehensive high school, county vocational center, and multi-county vocational center. In comprehensive high schools vocational programs are included within the total curriculum offerings. The county vocational center serving one county, and multi-county vocational center, serving two or three counties, were developed to satisfy needs for vocational education and to avoid duplications of facilities. These plans were influenced by the size of the area to be served, sparsity or density of population, and other factors.

While a comprehensive high school does not have some of the problems that occur when students leave their home high schools to attend vocational centers, it has some of its own. One problem of a comprehensive high school is that teachers and students in vocational classes are not always regarded with the same esteem as those in academic classes. Even in a comprehensive school, the three-hour vocational block often does not fit into the schedule and causes the need for adjustment.

One of the major advantages of removing vocational education from the comprehensive high schools is that of planning and providing several areas of specialized training. The problem of scheduling from feeder schools to the county or multi-county center again suggests, as was indicated previously, that uniformity of scheduling within counties is essential. A danger in the development of a county or multi-county center is the possibility of duplicating curriculum offerings of the feeder high school. Concerted effort is essential from both county and State-level administration to guard against such duplication and to develop guidelines for quality vocational programs.

One of the main problems of the county and multi-county plans, particularly the latter, is the development of adequate busing schedules. Also to be considered is student hesitancy related to busing to the vocational center. Busing does appear to limit participation in sports and extracurricular activities. Travel time also decreases class time. Transportation, of course, is influenced by the need to establish a central location that best meets the needs of the students to be served. The problem does arise in moving students from rural areas to schools in urban areas. The premise exists that people do not seek jobs too far from home. Efficient operation and logical development of a program of studies, however, should transcend any problems of rural versus urban.

Cooperative Vocational Education Programs

The Department of Education is attempting to develop several types of cooperative programs, including work-study programs and distributive education. There are currently fifty-seven cooperative programs in twenty-five counties, generally with the location of the cooperative program being in an area school. Typical problems these programs encounter are busing and the resulting limitation on participation in extracurricular activities, which make some students reluctant to participate. The State requirements are liberal enough to make it possible to have a cooperative program in a comprehensive high school or one of the centers. It appears that cooperative programs encounter problems at the local level even though they have complied with State requirements, whereupon the State has little or no control since all regulatory requirements have been satisfied. It appears that in curriculum areas that have good cooperative coordinators, there are good programs, and areas that have poor coordinators have poor programs. Another problem is the reluctance of young people in rural areas to leave their hometowns even though sufficient employment opportunities do not exist to provide cooperative placements.

One of the concerns of a cooperative program is assuring that competencies will be developed prior to the twelfth grade to make students employable. For example, it is necessary in business education to train competent people in stenography, typing, and other areas. Skills cannot be neglected. Students who wish to enter a cooperative program need to be counseled early and to make a decision in the ninth and tenth grades so they will be able to take foundation courses which will prepare them for the completion of skill subjects before the twelfth grade.

In like manner, industrial-technical program areas require skill development and related technical information which interface with the requirement of

three consecutive class periods. It is generally assumed by the administration and faculty that shorter time frames do not allow this required degree of skill development to occur.

The success of a cooperative program will depend upon the areas to be served, the provision of necessary training prior to entrance into the program, and the compatibility of the area served by the cooperative program at the time the student is ready to enter a program-related job.

Working Student Not Under School Supervision

In the judgment of the State vocational leadership, juniors and seniors who pursue a work program that is not under the supervision of the school do not constitute any problem. The school, however, does need to be concerned when these students are in authorized programs under the supervision of the school.

Most respondents believe that juniors and seniors who obtain working papers and secure employment on their own initiative should be commended. They will probably learn and earn more in situations of their own choice than through opportunities the school can provide. Most of these students provide their own transportation and become self-sufficient. If the advantages of such a program are comparable to the advantages of a cooperative program for which credit is available, the students should be so informed through proper counseling. For the most part, self-initiative on the part of the students should be encouraged, particularly if such work outside of school is to the advantage of the students and such students are enrolled only in the academic curriculum. The separation between the responsibility of the school and of the parent is fairly clear-cut if all school requirements are met.

Child labor standards should not provide any difficulty if those responsible for the school program determine that violations do not occur.

Qualifications of Applicants to Participate as Vocational Students.

The Vocational Education Act of 1963, as amended in 1968 by P.L. 90-576, covers the legal aspect of enrolling students in vocational education. It was generally agreed that the provisions of P.L. 90-576 are being followed. Currently, policies and procedures are being developed by the State for both Bureau and local personnel to follow. In the development of these policies, many factors should be considered since the attitudes on the part of teachers and students concerning qualifications of applicants vary. Some people maintain that anyone desiring or needing occupational training should be accepted. Others contend that students should maintain a minimum of a "C" average to enroll in vocational education. As the policies and procedures are developed, consideration must be given to these questions and requirements for entrance into the vocational program specifically stated.

Advisory Committees

Advisory committees are required by P.L. 90-576. Depending on the intent of the organizer, these committees can be useful, non-functioning, or a detriment to the program. There was evidence that each type now exists in the State.

The skill with which committees are directed usually determines the effectiveness of the advisory or consulting committee that is organized and utilized. Such committees working at the local level can be most worthwhile in determining types of jobs, availability of work stations, current salaries, and other matters which will assist in making administrative and policy decisions. The State Advisory Council, working with the Bureau, has an excellent opportunity to provide in-service to members of local committees. There was a consensus that advisory committees are needed for every vocational program and, properly

informed, should be used regularly in deciding policies, assisting in the interpretation of the program to the community, and keeping themselves and the vocational education staff informed of needs in the areas.

Job-Preparation Program for School Dropouts

When the question on school dropouts was raised, various attitudes seemed to prevail. One point of view contends that students who drop out of school where a vocational program of their choice exists really have no excuse. In areas where program selection is limited, more extensive programs should be offered, from short, intensive types of instruction to programs requiring a longer duration. Another point of view states that special programs are the only salvation for potential dropouts. Those who support this position would like to see the teachers do some self-evaluation and improve their teaching techniques so that school would not be boring. This attitude assumes that learning and doing can be enjoyable when students find meaning in the system. It would also mean providing more exploratory programs to help potential dropouts find out what they like.

Some persons believe that most students who drop out do so either because they cannot read at all or their reading level is inadequate. Competency-based education could help in providing such students with an adequate reading level. If this is a problem that is peculiar to certain areas or sections, it may be necessary to direct funds for the disadvantaged to identify areas with high rates of dropouts and to establish programs to meet the needs of this target population.

Another point of view emphasizes the need for opportunities for dropouts on the post-secondary level. This may require that dropouts be included with

secondary students during regular classes. The post-secondary program would include the present and future efforts in scheduling adult classes, with some programs specifically earmarked for the dropouts. Efforts along these lines have begun.

An emphasis program for "post-graduates" was instituted in August 1975. These early leavers are encouraged to re-enroll as purely vocational students. They are really post-secondary students within a secondary program and are identified as "post-graduates."

CHAPTER 6

SUMMARY AND RECOMMENDATIONS

This chapter attempts to integrate the results found in the three related studies that form the basis of this report: the interviews with local professional staff members, the review of administrative and supervisory procedures and standards, and the questionnaires from students and parents. The major results from each of these studies were presented individually in Chapters Three, Four, and Five. This chapter draws together topics and concerns that occurred in all three chapters. The major issues confronting vocational education in West Virginia in the 1970's appear to be:

1. Goal setting.
2. Increasing career awareness among all students.
3. Increasing number and variety of vocational programs of study.
4. Revising the unit system.
5. Early admissions to approved vocational-technical or other post-secondary programs.
6. Expansion of cooperative programs.
7. Selection of students.
8. Expanding vocational counseling.
9. Image and communications.
10. Coordinated instruction.

The major findings relative to each of these issues are summarized in the first section of this chapter. Recommendations for dealing with these issues are presented in the second section of the chapter.

Goal Setting

It was evident from the discussions during the one hundred eighteen professional staff interviews, as well as from discussions with State supervisors and coordinators, that many more students could profit from taking a vocational program. One example could be expressed by illustrating the responses of the twenty principals, where sixteen indicated that 50% to 90% of their student population should be in a vocational program. It was basically the consensus expressed by the professional staff that more students should be enrolled in a vocational setting. Thus, it is believed that a certain goal should be set for 1980.

Increasing Career Awareness

The interviews with State and local administrators repeatedly emphasized the need for greater vocational awareness. This was usually reflected in a recommendation to increase career-related activities at the elementary and junior high school levels. Such recommendations have considerable merit in their own right, but to assume that greater awareness will lead to higher enrollment in vocational programs may be erroneous. The data from the student questionnaires indicated that non-vocational students either did not differ or had significantly more exposure than vocational students to materials and activities designed to increase their career awareness. The non-vocational students were more likely to report having read materials about occupations and to report having taken vocational aptitude tests and vocational interest inventories. On the other questions relative to possible influences, there were no significant differences. One may speculate that if the proportion of students who had such experiences were to increase, the actual number who would be interested in vocational programs might also increase. The results obtained from the students, however, argue that increased awareness is as

likely, or slightly more likely, to be reflected by enrollment in a non-vocational rather than a vocational curriculum.

Increasing Vocational Programs of Study

Other information from the student questionnaires suggests that efforts are needed to increase course offerings. Among the non-vocational students, 28% said they might be attracted by different vocational programs, while among the vocational students, 21% were in second-choice programs. The programs that the non-vocational students mentioned were, for the most part, the ones which are traditionally the most popular; namely, automotive, building trades, beauty culture, and computer programming. These also tended to be the first choices of the vocational students who reported being in their second-choice program. The interviews with the professional staff yielded further support for the need for more course offerings.

The factor most frequently volunteered by the professional staff as to what causes a student to avoid a vocational program was that there were not enough courses offered at the vocational center. The second most frequent answer was that the students did not get their first choice.

Confronted with information like this, the vocational administrator faces a dilemma. If he increases the number of opportunities available in the popular programs, he runs the risk of preparing young people for jobs that will not be available. If he limits enrollments to attempt to match supply with demand, he runs the risk of denying some young people access to the training they desire. Many arguments and factors must be taken into consideration in deciding which of the two possible courses to follow. Vocational educators generally stress the importance of gearing training to anticipated demand for graduates. However, once a vocational center is established and a staff is hired, the need to keep the

facility utilized and the staff employed often becomes the consideration of most importance in deciding the programs that will be offered. Such considerations limit the flexibility of vocational educators to respond to changes in either the labor market demand or student interest.

One method of accommodating more students is through the use of separate sessions, such as late afternoon sessions (3:00 p.m. to 6:00 p.m.) and dual sessions (Monday, Tuesday, Wednesday for one session and Thursday, Friday, and Saturday for the second session). Such administrative arrangements could accommodate from one-third to double the number of students now within the existing facilities.

Unit System

Another issue repeatedly stressed by administrators was that graduation or other credit requirements prevented many students from enrolling in vocational programs. This was not a reason mentioned frequently by students or parents. In fact, specific references to course or credit requirements occurred on 5% or less of the total questionnaires. If all school-related barriers, such as scheduling problems, credit requirements, course requirements, and discouraging attitudes toward vocational education, were removed, it is unlikely they would affect more than 10% of all non-vocational students. Of course, if 10% of all non-vocational students in the tenth through twelfth grades in West Virginia were to enroll in a vocational program, it would increase the vocational population by almost 8,000 students. (This projection assumes a secondary student population of 142,000, of which approximately 40% are presently in vocational programs.) While 10% is highly unlikely, even 5% representing an additional 4,000 vocational students, would be a sizeable increase.

The opinions expressed in the professional staff interviews strongly support the need to examine the role that Carnegie Units play in the course choices. Presently, it appears that the Carnegie Units work in two ways, both of which may deter students from choosing vocational programs. The students of limited academic ability often find it difficult to acquire the credit units needed for graduation. Such students have little opportunity to schedule vocational programs. The students of average or greater ability, on the other hand, often have satisfied all of their Carnegie Unit requirements by the twelfth grade. Many local school districts only require such students to attend classes for senior English, leaving the remainder of their day free. Typically, no attempt is made to provide a school-supervised program for these seniors.

A decision should be made determining the basic purpose of the twelfth year. Is it to assure that the students have acquired basic levels of competency? If this is the purpose, could this objective not be satisfied as well through competency testing rather than requiring attendance for just one period per day? If the objective is not merely to assure competency but to provide an integrative educational experience for the students, alternative programs should be developed. For vocational students, the best model for such programs would obviously be cooperative education in which students have opportunities to apply their training in an actual job setting with school supervision.

For other senior-year students (other than vocational students), probably an early admission to a post-secondary vocational-technical school should be considered. Without alternative programs for seniors, there is no incentive to take additional courses in the twelfth year.

Cooperative Programs

It was apparent, especially among the principals and several of the State supervisors, that no matter what alternative programs may be designed or eventually developed for the senior high student, the principals would like control over these alternatives prior to student graduation. Principals were generally referring to early admission to college, early admission to approved vocational-technical or other post-secondary school, or work study programs.

West Virginia presents some special problems for cooperative education. Foremost among these are the difficulties of transporting students from home to school to job. The traditionally high unemployment rates of the past tended to limit the number of cooperative jobs available. With improved highways and increased demand for labor in the State, these barriers may not be as formidable as they have been in the past. Conditions would now seem to be more receptive for efforts to expand cooperative programs.

Selection of Students

Whatever administrative arrangements are made for providing increased offerings, the problem of selection of students is likely to remain. The professional staff interviews revealed that the most common "selection" procedure is the assignment of shop quota by the center to its feeder schools. Quotas, of course, are not selection; they are an administrative method of allocating a scarce resource. Once quotas are assigned, if there are more applications than slots available, decisions must still be made as to who will be selected to fill the quota. There seemed to be very little formal policy on the criteria to be used for selection and relatively little coordination between the centers and their high schools. In some schools, there is some communication between the high school principals and

the vocational director. Generally, the professional staffs at the centers felt they should play a greater role in selecting their students. A proposed method for joint selection is presented in the next section.

Expanding Vocational Counseling

Two other areas mentioned by the professional staff that could help alleviate problems that exist between a feeder high school and a vocational center were the guidance counselor and the need for vocational counselors.

There is evidence that counselors are still highly oriented toward academic training, largely because of lack of opportunity to avail themselves of greater contact with industrial-technical manpower requirements and opportunities. It was also indicated that a lack of on-site contact with vocational settings, both educational and industrial, hampers counseling effectiveness.

Image and Communication

Vocational education has long labored under the burden of its image as a "second class" educational program most appropriate for the students who cannot succeed in the "more demanding" college preparatory curriculum. A theme that occurred repeatedly in the interviews with local staff and administrators was the "second-class" status of vocational education. Some respondents reported that they felt this image is beginning to be overcome. The new, modern, training facilities and the difficulties that many college graduates are experiencing in finding jobs seem to have improved attitudes toward vocational education. Certainly, the attitudes reported by students and parents were favorable. Vocational students' and parents' attitudes were, in most cases, more favorable than their non-vocational counterparts, but the differences were in degree of favorability. Very few respondents, vocational or non-vocational, reported attitudes unfavorable to vocational education.

Status and image considerations have an impact on the suggestion that a separate diploma be established for vocational students. This suggestion was advanced as a way of overcoming some of the barriers presented by credit unit requirements. Establishing a separate vocational diploma would appear to be one of the surest ways of labeling a student as "different," which is very likely to be interpreted as "inferior."

An issue directly related to the status of vocational education is how it will accommodate students with physical and mental handicaps. Bringing these students into regular classes, "mainstreaming," is a high priority of the Office of Education. It was obvious from the interviews with local staff members that many administrators had already taken initiative steps in these areas. Their efforts, however, have often caused concern on the part of the vocational teachers who are afraid that admission of the mentally handicapped student to vocational programs may serve to perpetuate the status of vocational education as a second-class education. Obviously, there are many humanitarian and educational benefits to be derived from "mainstreaming" the handicapped student. These benefits must be clearly communicated both to staff and to the lay public so that the advantages of a vocational education can be enjoyed by the handicapped without stigmatizing the program.

Effective communications are needed also to expose non-vocational teachers and counselors to the facility and the opportunities available at vocational centers. These efforts must be continuous to assure that new staff members are familiarized and old staff members kept aware of vocational opportunities. A complaint repeatedly made by staff members at the vocational centers was that the staffs at the feeder schools were largely unaware of the many programs available at the centers.

Coordinated Instruction

While much can be done to familiarize non-vocational staff members through

tours, workshops, and other in-service programs, probably the most effective efforts that could be made would be to encourage coordinated instruction between the high schools and the centers. The professional staff interviews revealed that at present there is virtually no attempt to coordinate instruction in vocational and academic courses. The one vocational area in which a few efforts are being made is in office occupations, and this is largely limited to the comprehensive high school.

When the staffs at the vocational centers were asked their opinions on operating as a full-time school, those who favored the idea liked it mainly because it would enable coordinated instruction.

English, mathematics, and science courses are obvious areas where attempts could be made to coordinate and interrelate the contents of vocational and academic instruction. The benefits would include increased relevance of the academic courses to vocational students and a heightened awareness among academic teachers of vocational education.

RECOMMENDATIONS

1. Goal Setting

It is recommended that the Bureau of Vocational, Technical and Adult Education continue its leadership role in expanding vocational education throughout the State. It is suggested that the Bureau set a goal for 1980 of having a marketable skill for 60% to 75% of the students in secondary education. The specific goal would be established by the Bureau.

2. Career Awareness

Efforts to increase levels of career awareness and occupational knowledge should be encouraged at younger educational levels. The terms career education and vocational education have been used interchangeably. They are not the same. Career education includes academic and vocational education. Since students eventually become part of the work force, they should develop a better understanding of what occupations are about. More specific knowledge of occupational areas would come from on-going contact with work areas: visits to a grade school by a workman who describes how he uses math on his job; on-site work observation, or participation in some cases; frequent contact with employers to develop better perceptions about employers and their businesses. Activities should include tours of the vocational center by elementary, junior high and senior high school students. Tours should be conducted because they are needed and useful in their own right; however, it should not be expected that such tours will lead directly to increased enrollments in vocational programs. One tour is not sufficient; there should be a blend of continuous contact with the vocational center.

Career education is more than vocational education. Vocational educators must take a lead role in its overall development. This is a continuing process.

3. Increasing Vocational Programs of Study

Methods of expanding vocational programs of study and of enrolling more students in the most popular programs should be explored. One avenue to increase programs of study is through additional building construction. It is recognized that in some instances this will be necessary, but it is also recognized that prior to new building construction, the vocational educator must look at a possible third shift (late afternoon) and dual sessions. Through an eight-hour day and an extended school year, the school could probably meet the State requirements for instruction time. And through dual sessions, the three off-days are perfect for work release programs: two students on different schedules can work the same job. Another important advantage is that the building in full use on Saturdays means better use of taxpayer money. It is immediately recognized that by having late afternoon or dual sessions, there would be definite limitations imposed upon the students' participation in extracurricular activities.

Because of the rural population, vocational educators must also explore the possibility of establishing facilities to meet their student population through use of mobile units and satellite vocational programs.

Increased offerings appear to have the most effective potential for increasing vocational enrollments.

4. Revising the Unit System

The role of the Carnegie Unit of credit as a means of measuring a student's specific level of competence should be examined. As presently administered, Carnegie Units certify exposure to instruction but do not necessarily demonstrate competencies. The objective they are designed to accomplish should be specified and an evaluation conducted to assess whether they are accomplishing this objective. Whatever changes are made in Carnegie Unit requirements should be designed

to allow for local flexibility in their application. Since many of the high schools have increased the number of periods per day and since the program for the twelfth year students continues to be in question, it is recommended that the number of credits that a student must earn beyond the eighth grade be increased to twenty. These could be as follows: four in English; three in social studies; two in science; two in mathematics; and a physical education program each year. With this, there would be the allowance for students to take alternative programs in the twelfth year, such as an early college admission program, early approval to a vocational-technical or other post-secondary program, or a work study program.

5. Early Admissions

There seems to be mixed reaction among vocational directors about whether to add a third year to the vocational program at the tenth grade level, some feeling that the additional year should be in a post-secondary program. The consultants believe that both solutions should be considered. To alleviate some of the problems of the twelfth year students, it is suggested that early admission into an approved vocational or other post-secondary program could be explored. Ultimately, for the twelfth year student planning additional training, his first year of an approved vocational or post-secondary program would begin in the twelfth year, continuing two additional years, assuming this is a three-year program.

6. Cooperative Programs

The Bureau should continue to provide leadership to encourage local development of cooperative programs. It should be recognized that cooperative work study programs have provided and will continue to provide excellent learning opportunities for students. Since these opportunities correlate with the planned instruction, these programs should be given credit value.

In most cases, cooperative programs can probably be conducted most effectively from the vocational centers, rather than from the high schools. Vocational programs which include cooperative placement must assure that the student has acquired a level of skill sufficient to perform the job tasks that will be required.

7. Selection of Students

To select the right student for the right shop, a joint vocational-technical admissions committee should be appointed for each center. This would be composed of a principal or guidance counselor from each of the feeder schools and a counselor and director from the vocational center. The feeder school guidance counselor would counsel the students expressing an interest in a vocational-technical program, but the final selection would be made by the admissions committee. Prior to making final selections, the vocational guidance counselor or the vocational director (or his representative) would also interview the applicants. The committee should have the following information available regarding each student who has applied:

(1) Student's vocational school application

(2) Cumulative folder

(3) Scholastic progress and test results, such as:

a. Differential Aptitude Test or
General Aptitude Test Battery
b. Mental abilities test
c. Reading achievement test
d. Math achievement test
e. Vocational Evaluation System (hands-on experiences) evaluation

(4) Attendance records

(5) Additional information considered relevant by the feeder school guidance counselor.

8. Counseling

It is recommended that joint workshops be held between feeder school counselors, vocational school counselors, and staff and administrators of both settings to generate better understanding of requirements, programs, problems, and needs of both the vocational and non-vocational systems. Vocational counselors from the local vocational centers should arrange regular conference schedules with the feeder school counselors to coordinate requirements and discuss areas of satisfaction as well as problems of their students and their courses and schedules.

It is also recommended that a differential staff be initiated in career/vocational counseling, under the supervision of the counselor. Persons such as para-professionals and non-certified persons could be trained and with appropriate supervision could serve as facilitators, change agents, recruiters, or job developers.

It is seen that the vocational counselor could be one of the most instrumental factors in breaking the barrier that exists between many of the feeder high schools and vocational centers simply because he would function basically out of the vocational center and into the feeder high schools.

9. Image and Communications

Continual efforts should be made to inform students, parents, and non-vocational staff members of the nature and extent of vocational opportunities. Lack of information about vocational education appears to be more the problem than negative attitude. A key role in communicating the span, value, and functional process of vocational education can be played by vocational counselors at the vocational centers. These counselors can serve as resource persons to counselors at the feeder high schools and to the community in general.

Upon observing the accomplishments of the last three years, it is recommended that the Bureau expand its public relations program througout the State. The Bureau, in turn, should work cooperatively with the superintendent and vocational director at the local level in relating the happenings of vocational education within the vocational setting. Local-level cultivation of the news media should be encouraged and assisted.

10. Coordinated Instruction

At present there is virtually no coordination between instruction in vocational and academic courses. In light of the benefits that can be derived from coordinated instruction, its encouragement should be a high priority of the Bureau. The State supervisor should provide leadership in the development of coordinated curriculum, particularly English, mathematics and science, and, through in-service programs, should support their adoption and implementation. The Bureau should also work through vocational directors and county superintendents to provide opportunities for vocational and academic teachers to coordinate their courses.

Vocational instructors often have had no experience working with students and are left to their own devices. They depend largely upon their expertise, knowledge, and skill in their vocational subject areas. Competency-based education (CBE) must be developed at the State level and transmitted to instructors not only through written materials, but through in-service programs and workshops. Although the State Department basically has taken a lead role in CBE with the vocational educators, one must remember that in-service must be conducted in this realm with the principals, guidance personnel, and teachers at the feeder high schools.

Dr. Sidney Marland, formerly Assistant Secretary of Education, Department of Health, Education and Welfare, and formerly United States Education Commissioner, relates career education as a concept which tries "to harmonize academic learning with occupational development at all levels. The objective is to give the individual learner more control over his own destiny and more motivation to learn."

A broad spectrum of career awareness is necessary because the successful person in tomorrow's world will be the one who can accept and enjoy temporary systems. Career awareness and education must equip even the young child to meet the challenges of life on an individual basis rather than relying on the dynamics of society to carry him along. Thus, even as the student reaches the point of making decisions in course selection, he will be aware that as technologies and job opportunities change, he must be adaptable to alternatives.

State of West Virginia
Department of Education

SURVEY OF HIGH SCHOOL CAREER PLANNING

The Department of Education is conducting a survey of how high school students choose their courses of study. You have been selected, at random, as a representative of all other high school students in the State. Your answers will help the Department of Education in its efforts to design programs to meet the needs of all students.

Directions: Answer each question as accurately as you can. Most questions can be answered by putting an X or checkmark (✓) in the boxes. If you do not understand a question, raise your hand and the proctor will help you. All answers are completely confidential.

Background Information

Name _____ High School _____

County _____

Age: 1 ☐ 15 years or younger
2 ☐ 16 years of age
3 ☐ 17 years of age
4 ☐ 18 years of age
5 ☐ 19 or older

Race: 1 ☐ White, Caucasian
2 ☐ Black, Negro
3 ☐ Other

Sex: 1 ☐ Male
2 ☐ Female

Grade: 1 ☐ 9th
2 ☐ 10th
3 ☐ 11th
4 ☐ 12th

1. Do you live in a city ☐ (1), small town ☐ (2), or rural area ☐ (3)?

2. What is your father's occupation? _____

3. What is your mother's occupation? _____

4. What course of study are you now taking?

1 ☐ General
2 ☐ College preparatory
3 ☐ General (including vocational)
4 ☐ College preparatory (including vocational)
5 ☐ Vocational

SKIP to Question 5

a. What vocational program are you studying?

_____

5. About how many minutes does the ride from your high school to the vocational center usually take? ____minutes.

   a. Do you object to this ride?

   ☐ Yes ☐ No

   1 2

Influences on Choice

We would like you to think back to the time you decided to choose the course of study you are now taking. These questions are about some of the things that may have influenced your decision.

6. Did you ever take a career education course which showed you what a variety of different occupations were like?

   ☐ Yes ☐ No ⟶ SKIP to Question 7

   a. How helpful was this course when you had to decide on your course of study?

   1 ☐ Not at all helpful

   2 ☐ A little helpful

   4 ☐ Quite helpful

   5 ☐ Very helpful

   3 ☐ Undecided, don't know

7. Did you ever take a vocational <u>interest</u> test which indicates the kinds of jobs you were likely to find most interesting?

   ☐ Yes ☐ No ⟶ SKIP to Question 8

   a. How helpful were the results of this test when you had to decide on your course of study?

   0 ☐ Never saw the results

   1 ☐ Not at all helpful

   2 ☐ A little helpful

   4 ☐ Quite helpful

   5 ☐ Very helpful

   3 ☐ Undecided, don't know

8. Did you ever take a vocational <u>aptitude</u> test which indicates the kinds of jobs you would find most suitable for your skills?

   ☐ Yes ☐ No ⟶ SKIP to Question 9

a. How helpful were the results of this test when you had to decide on your course of study?

0 ☐ Never saw the results

1 ☐ Not at all helpful

2 ☐ A little helpful

4 ☐ Quite helpful

5 ☐ Very helpful

3 ☐ Undecided, don't know

9. Did you ever read material from the files in the guidance department or from the library about the requirements of various occupations?

☐ Yes ☐ No ⟶ SKIP to Question 10

a. How helpful were these materials when you had to decide on your course of study?

1 ☐ Not at all helpful

2 ☐ A little helpful

4 ☐ Quite helpful

5 ☐ Very helpful

3 ☐ Undecided, don't know

10. Did you ever take part in a summer program which was designed to expose you to a variety of different occupations?

☐ Yes ☐ No ⟶ SKIP to Question 11

a. How helpful was this program when you had to decide on your course of study?

1 ☐ Not at all helpful

2 ☐ A little helpful

4 ☐ Quite helpful

5 ☐ Very helpful

3 ☐ Undecided, don't know

11. Did your school conduct any programs or activities designed to describe to students what its vocational programs were like?

☐ Yes ☐ No ⟶ SKIP to Question 12

a. How helpful were these when you had to decide on your course of study?

0 ☐ Never went to any of these programs

1 ☐ Not at all helpful

2 ☐ A little helpful

4 ☐ Quite helpful

5 ☐ Very helpful

3 ☐ Undecided, don't know

12. When it was time to choose your course of study, with whom did you discuss your choice? (Check as many as apply.)

1 ☐ Discussed it with no one

2 ☐ Other students

3 ☐ One or both parents

4 ☐ Brother, sister, other relatives

5 ☐ One or more teachers

6 ☐ Guidance counselor

7 ☐ School principal

8 ☐ Other (Who?) _____

_____

_____

13. How helpful were your discussions with your guidance counselor?

0 ☐ Never discussed choice with a counselor

1 ☐ Not at all helpful

2 ☐ A little helpful

4 ☐ Quite helpful

5 ☐ Very helpful

3 ☐ Undecided, don't know

14. Who suggested that you take the course of study you are now following? (Check as many as apply.)

1 ☐ No one suggested it
2 ☐ Other students
3 ☐ One or both parents
4 ☐ Brother, sister, other relatives
5 ☐ One or more teachers
6 ☐ Guidance counselor
7 ☐ School principal
8 ☐ Other (Who?) _____

15. Who had the most influence on your choice? (Check only one.)

1 ☐ No one
2 ☐ Other students
3 ☐ One or both parents
4 ☐ Brother, sister, other relatives
5 ☐ One or more teachers
6 ☐ Guidance counselor
7 ☐ School principal
8 ☐ Other (Who?) _____

16. Did your hobbies or leisure-time activities influence the choice of your course of study in any way?

☐ Yes ☐ No ⟶ SKIP to Question 17

a. In what way? _____

17. Did you ever consider taking a different course of study than the one you are now taking?

☐ Yes ☐ No ⟶ SKIP to Question 18
9

a. Which course of study did you consider taking?

1 ☐ General
2 ☐ College preparatory
3 ☐ General (including vocational)
4 ☐ College preparatory (including vocational)
5 ☐ Vocational

b. Why did you decide not to take it? _____

18. What was the most important reason you chose the course of study you are now taking? (Check only one.)

1 ☐ To be in same classes with friends

2 ☐ To prepare for employment

3 ☐ To prepare for college, business school, technical school, etc.

4 ☐ To study things of personal interest

5 ☐ To have easy courses

6 ☐ Followed suggestion of school

7 ☐ Undecided, don't know main reason

8 ☐ Other (Specify) _____

_____

Attitudes Toward Vocational Courses

Both vocational and nonvocational students have many opinions about vocational courses. We would like to find out how you feel. Please indicate the extent to which you agree or disagree with the following statements by circling one of these responses after each one.

SA = Strongly Agree
A = Agree
? = Undecided
D = Disagree
SD = Strongly Disagree

Do not spend too much time thinking about any one item. Just indicate your first reaction.

	1	2	3	4	5
19. Vocational courses are more interesting than other courses.	SA	A	?	D	SD
20. Students who take vocational courses are just as smart as other students.	SA	A	?	D	SD
21. Vocational students waste a lot of time in their classes.	SA	A	?	D	SD
22. Vocational students usually find jobs in the occupational areas they studied in school.	SA	A	?	D	SD
23. Most teachers in vocational courses are too hard on students.	SA	A	?	D	SD
24 Vocational courses at county centers are better than those in regular high schools.	SA	A	?	D	SD

		1	2	3	4	5
25.	It is easier to get good marks in vocational courses than it is in other courses.	SA	A	?	D	SD
26.	Taking vocational courses makes it easier to get a job when you leave high school.	SA	A	?	D	SD
27.	Taking vocational courses makes it harder to get admitted to college.	SA	A	?	D	SD
28.	There are very few good students in vocational courses.	SA	A	?	D	SD
29.	Vocational courses are a big waste of time.	SA	A	?	D	SD
30.	Students don't like to go to a county center to take vocational courses.	SA	A	?	D	SD
31.	Vocational students cause more trouble than other students.	SA	A	?	D	SD
32.	Vocational students are more serious about their studies than other students.	SA	A	?	D	SD
33.	Vocational courses help a student to learn what he wants to do after high school.	SA	A	?	D	SD
34.	Students like vocational courses more than other courses.	SA	A	?	D	SD
35.	Most teachers don't like to teach vocational students.	SA	A	?	D	SD
36.	The facilities, equipment, and tools that vocational students use are attractive and up-to-date.	SA	A	?	D	SD
37.	Taking vocational courses makes it harder to take part in sports and other activities.	SA	A	?	D	SD
38.	More students would take vocational courses if they could get into the ones they want.	SA	A	?	D	SD

39. What do you plan to do after you leave high school? (Check only one.)

1 ☐ Get a job

2 ☐ Attend a vocational or business school

3 ☐ Attend a junior or community college

4 ☐ Attend a four-year college

5 ☐ Be a housewife

6 ☐ Go into military service

7 ☐ Other (What?) _____

40. When your education is finished, what kind of job do you expect to get?

_____

☐ Undecided at present
9

41. If you could do anything you wanted to, what kind of job would you like to have? _____

☐ Undecided at present
9

42. When your education is finished, do you plan to live in West Virginia or move to another state?

1 ☐ Definitely will live in West Virginia

2 ☐ Will stay if I can find employment

3 ☐ Will probably leave

4 ☐ Definitely plan to leave

5 ☐ Undecided, don't know

Students in a vocational program SKIP to Question 48.
Nonvocational students answer Questions 43 through 47.

Nonvocational Students

43. Did you ever discuss taking a vocational program with a teacher or counselor?

☐ Yes ☐ No ⟶ SKIP to Question 44

a. How did the teacher or counselor react? _____

_____

_____

44. Did you ever try to enroll in a vocational program?

☐ Yes ☐ No ⟶ SKIP to Question 45

a. What caused you not to enroll? _____

_____

_____

45. Did school or graduation course requirements ever prevent you from taking a vocational program?

☐ Yes ☐ No ⟶ SKIP to Question 46

a. What were these requirements? _____

_____

_____

46. If different vocational programs were available, do you think you might have taken them?

☐ Yes ☐ No ⟶ SKIP to Question 47

a. What programs would you be interested in? _____

_____

_____

47. Overall, how satisfied are you with the education you are receiving?

1 ☐ Very dissatisfied

2 ☐ Dissatisfied

4 ☐ Satisfied

5 ☐ Very satisfied

3 ☐ Undecided, don't know

48. Has taking a vocational program ever limited or hindered you in the following ways--

	1	2
a. From having lunch with your friends?	☐ Yes	☐ No
b. From taking part in organized sports?	☐ Yes	☐ No
c. From taking part in student government?	☐ Yes	☐ No
d. From taking part in clubs and activities?	☐ Yes	☐ No

49. Would you graduate earlier if you did not take a vocational program?

☐ Yes ☐ No

1 2

50. Would you have fewer courses in your senior year if you did not take a vocational program? ☐ Yes ☐ No

1 2

51. Is the vocational program you are in the one you most wanted to take?

☐ Yes ☐ No ⟶ a. What program was your first choice? _____

_____

52. Overall, how satisfied are you with the education you are receiving?

1 ☐ Very dissatisfied

2 ☐ Dissatisfied

4 ☐ Satisfied

5 ☐ Very satisfied

3 ☐ Undecided, don't know

Additional Comments:

THANK YOU VERY MUCH
FOR YOUR COOPERATION

State of West Virginia
Department of Education

SURVEY OF PARENT ATTITUDES
TOWARD HIGH SCHOOL CAREER PLANNING

The Department of Education is conducting a survey of how high school students choose their course of study. Your son or daughter was selected, at random, as a representative of all other high school students in the state. He or she has already completed a questionnaire, and we would like to obtain some information from you. Your answers will help the Department of Education in its efforts to design programs to meet the needs of all students.

Directions: Please answer each question. Most can be answered by putting an X or check mark ( ) in the boxes. All answers are completely confidential.

Student's Name_____ High School_____

County _____

1. Who is completing this questionnaire?

   ☐ Mother (1) ☐ Father (2) ☐ Guardian or other (3)

2. Occupation of father? _____

3. Does mother hold a regular job outside the home?

   ☐ No ☐ Yes What kind of job?_____

4. Do you live in a city ☐ (1), small town ☐ (2), or rural area ☐ (3)?

5. Total number of children in family? _____

   a. Number of children attending school? _____

6. Please list any school-related organization of which you are a member or an active supporter._____

   _____

   a. Have you ever taken any adult or evening courses at your school?

      ☐ Yes ☐ No (2)

7. What course of study is your son or daughter now taking in school?

1 ☐ General

2 ☐ College preparatory

3 ☐ General (including vocational)

4 ☐ College preparatory (including vocational)

5 ☐ Vocational

a. If vocational, what trade or occupation is he or she studying?

_____

8. Did you ever discuss the course of study your son or daughter would take with him or her?

☐ Yes (1) ☐ No (2) ☐ Uncertain, don't remember (3)

9. Did you ever discuss the course of study your son or daughter would take with a teacher or guidance counselor?

☐ Yes (1) ☐ No (2) ⟶ SKIP to Question 10

a. Did the teacher or counselor influence the choice?

☐ Yes ☐ No ⟶ SKIP to Question 10

b. How was the choice influenced? _____

_____

_____

10. Have you attended programs at your son or daughter's school that described to students and parents the various courses of study a student can take?

1 ☐ School never had such programs

2 ☐ Have attended such programs

3 ☐ Never attended such programs

11 Did your son or daughter ever want to take a course of study that you were opposed to?

☐ Yes ☐ No ⟶ SKIP to Question 12

a. What was that course of study? _____

b. Why were you opposed? _____

_____

12. Was your son or daughter ever prevented from taking a course of study that he or she wanted because of a school rule or regulation?

☐ Yes ☐ No ⟶ SKIP to Question 13

a. What was the rule or regulation? _____

_____

_____

13. Did you know your son or daughter could take both a college preparatory and a vocational course of study at the same time? ☐ 1 Yes ☐ 2 No

a. Would you want your son or daughter to take both?

☐ 1 Yes ☐ 2 No ☐ 3 Undecided

14. Overall, how satisfied are you with the education your son or daughter is receiving?

1 ☐ Very satisfied
2 ☐ Satisfied
⟶ SKIP to Question 15

4 ☐ Dissatisfied
5 ☐ Very dissatisfied
⟶ a. Why are you dissatisfied? _____

3 ☐ Undecided, don't know

_____

_____

_____

15. Do you have any general vocational goals for your son or daughter? (Check only one.)

1 ☐ No
2 ☐ Hope that he or she will get a good job
3 ☐ Hope that he or she will learn a trade
4 ☐ Hope that he or she will go on to college
5 ☐ Other (What goals?) _____

_____

16. Have you ever tried to direct your son or daughter toward certain occupations? (Check all that apply.)

- 1 ☐ No
- 2 ☐ Yes, by pointing out successful examples
- 3 ☐ Yes, through discussions
- 4 ☐ Yes, by giving toys, kits, and books about certain occupations
- 5 ☐ Yes, by encouraging activities or part-time jobs in certain occupations
- 6 ☐ Other (What ways?) _____

_____

17. Is there any particular kind of work you would like to see your son or daughter get into?

☐ No ☐ Yes What kind? _____

18. What do you think your son or daughter will do after high school? (Check only one.)

- 1 ☐ Get a job
- 2 ☐ Enter military service
- 3 ☐ Be a housewife
- 4 ☐ Go to a vocational or business school
- 5 ☐ Go to a junior or community college
- 6 ☐ Go to a four-year college or university
- 7 ☐ Other (What?) _____
- 8 ☐ Don't know what he/she will do

19. When his or her education is finished, do you think your son or daughter will live in West Virginia or move to another state?

- 1 ☐ Will definitely live in West Virginia
- 2 ☐ Will stay if he or she can find employment
- 3 ☐ Will probably leave
- 4 ☐ Will definitely leave
- 5 ☐ Don't know what he or she will do

Attitudes Toward Vocational Education

This part of the questionnaire is designed to find out how you feel about vocational education. Vocational education is designed to develop the basic skills and knowledge to prepare students for employment after they leave high school. Please indicate the extent to which you agree or disagree with each of the following statements by circling one of these responses after each one.

SA = Strongly Agree
A = Agree
? = Undecided
D = Disagree
SD = Strongly Disagree

Do not spend too much time thinking about any one item. Just indicate your first reaction.

		1	2	3	4	5
20.	It is more important to provide many students with a sound basic education than to use the time for vocational education.	SA	A	?	D	SD
21.	I am impressed by the training received by a high school graduate of a vocational education program.	SA	A	?	D	SD
22.	I would favor expanding vocational education programs.	SA	A	?	D	SD
23.	Most vocational education courses in my opinion lead nowhere.	SA	A	?	D	SD
24.	In my opinion there are not enough students in vocational education at the high school level.	SA	A	?	D	SD
25.	For many students in high school, there should be greater emphasis on earning a living through a vocational education program.	SA	A	?	D	SD
26.	Vocational education programs cannot possibly prepare high school students for the range of job opportunities available to them.	SA	A	?	D	SD
27.	In my opinion, taking vocational education hinders students from further education after high school.	SA	A	?	D	SD
28.	Results of vocational education programs I have seen or heard about were beneficial to the communities in which they were located.	SA	A	?	D	SD
29.	I do not think vocational education in high school is as necessary for most students as other programs.	SA	A	?	D	SD
30.	Taking vocational courses makes it harder for students to take part in sports and other activities.	SA	A	?	D	SD

		1	2	3	4	5
31.	There should be more money set aside in the school budget for vocational education.	SA	A	?	D	SD
32.	Most students who take vocational education in high school, in my opinion, lack too many other scholastic skills.	SA	A	?	D	SD
33.	I should like to see vocational education encouraged more among high school students.	SA	A	?	D	SD
34.	I believe good vocational education programs in public schools attract new industries to a community.	SA	A	?	D	SD
35.	It seems to me that vocational education in high school does not prepare a student for advancement in an occupation.	SA	A	?	D	SD
36.	I am of the opinion that vocational education is too costly in proportion to its worth to the community.	SA	A	?	D	SD
37.	I favor reducing vocational education programs when available school funds are in short supply.	SA	A	?	D	SD
38.	This community should provide a wide variety of vocational programs to fit the abilities of most students.	SA	A	?	D	SD
39.	More students would take vocational courses if they could get into the ones they want.	SA	A	?	D	SD

ADDITIONAL COMMENTS

Please have your son or daughter return this questionnaire to his or her counselor at the home school in the envelope provided.

THANK YOU VERY MUCH
FOR YOUR COOPERATION

PROFESSIONAL STAFF
INTERVIEW
(Comprehensive and
Feeder Schools)

Conducted for
Department of Education
State of West Virginia
by
Associated Educational
Consultants, Inc.

School _____ County _____

Respondent _____

Position _____

Type of facility
____Comprehensive high school (5 or more vocational programs)
____Feeder (sending) high school

Interviewer _____

Date of interview _____

1. First, I would like you to give me some background information on your school.

   a. Approximately how many students do you have in the 10th_____ 11th_____ 12th_____ grades?

   b. Of these students about what percentage are enrolled in a college preparatory curriculum? ____%

   c. What percentage are in a vocational curriculum?____%

   d. Do you have any students who are taking both college preparatory and vocational training?
      No Yes About how many are there?____

   e. Approximately what percentage of your graduates enroll in a two or four year college? _____%

   f. In your judgment about what percentage of your students could profit from taking a vocational program while in high school?____%

2. Does your school offer instruction in any vocational areas for which you receive state reimbursement? No Yes What programs does your school offer?

   _____

   _____

   _____

3. How many of your students go to the vocational center? ____students.

4. What type of cooperative arrangements does your school have with the vocational center?

   _____

   _____

   a. Do you do joint scheduling of students?

      No Yes How is this handled?_____

      _____

b. Do the teachers from your school and the vocational center ever meet to plan coordinated instruction? No Yes How often do they meet?

_____

5. Do the vocational instructors in your school ever conduct any formal activities to acquaint students with their vocational courses?

No Yes What kinds of activities have they conducted? _____

_____

6. How about the local vocational center: does it conduct any recruitment of students?

No Yes How does it go about it? _____

_____

7. How does the average student seem to respond to these recruitment activities?

_____

_____

8. Do you have any ideas as to how recruitment for vocational education could be made more effective? _____

_____

_____

9. Do you ever have more students apply for a vocational program than there are openings available?

No Yes How do you select the students who are to be admitted?

_____

_____

_____

9a. Do you have any regular selection criteria for any of the vocational programs either in your school or at the vocational center?

No Yes What are these criteria? _____

_____

_____

10. Do you ever personally encourage students to take vocational programs?

No Why not?_____ Yes What kinds of students do you encourage? _____

11. Do you ever discourage students from taking a vocational program?

No Yes What types of students? _____

12. From what you have observed, how do most of the students in your school feel about vocational education?

13. Do you ever hear any comments from teachers or other students about vocational students?

No Yes What are some typical comments? _____

14. On the average, would you say vocational students cause you more_____, less_____, or about the same amount____of problems as your other students?

(If more) Could you give me some examples? _____

15. In your opinion, how good is the training that vocational students obtain? _____

a. About what percentage of the vocational graduates from your school get jobs in the occupational areas for which they were trained? _____%

Don't know No idea.

b. Do many of the vocational graduates leave the area to get jobs? No

Yes Don't know

c. How about the non-vocational graduates: do they leave the area more _____, less _____, or at about the same rate _____as vocational graduates?

16. Overall, do you think a student who takes the vocational curriculum has more ____, less ____, or the same ____ number of opportunities after high school as a non-vocational student?

17. The last topic that I would like to talk with you about concerns any specific factors that may tend to cause students not to enroll in vocational programs. For example, in many schools there are seniors who need to take only one or two courses in their twelfth year to meet graduation requirements. Do you have any seniors like this?

No Yes About how many? _____seniors

a. Do you think the chance to have so much free time in their senior year causes some students to avoid vocational programs?

No Yes Do you know of any specific examples in your own school?

_____

_____

18. Are there any other rules, regulations, or policies - either state or local- that, in your judgment, limit students from taking vocational programs?

_____

_____

_____

_____

19. How about the attitudes of the non-vocational staff toward vocational education; do you think this influences some students away from vocational programs?

No Yes In what ways? _____

_____

_____

20. Many schools have a high dropout rate from vocational agriculture. Does your school have this problem?

No Yes What grade do most students drop out?

10th 11th 12th

a. Do you have any ideas why students leave this program? _____

_____

21. Do you think that some students avoid those vocational programs that would require them to go to the county vocational center?

No Yes Don't know

a. About how long - in minutes - is the trip from your school to the center?

_____minutes.

b. Are the students who attend the county center limited in participating in sports and extra-curricular activites? No Yes

c. Do the students who attend the center seem to feel less a part of this high school? No Yes Don't know

22. Can you think of any other factors that may cause students to avoid vocational programs.?

_____

_____

_____

PROFESSIONAL STAFF INTERVIEW
(County and Multi-county Vocational Centers)

Conducted for
Department of Education
State of West Virginia
by
Associated Educational Consultants, Inc.

School _____ County _____

Respondent _____

Position _____

Type of facility
____County Vocational Center
____Multi-county Vocational Center

Interviewer _____

Date of interview _____

1. First, I would like you to give me some background information on your school.

   a. Approximately how many students do you have in the 10th_____, 11th_____, and 12th_____ grades?

   b. About what percentage of your students are females? _____%; _____% non-white

   c. What courses of instruction are offered in each of the following vocational areas?

      (01) Agriculture_____

      (04) Distributive Education_____

      _____

      _____

      (07) Health_____

      _____

      _____

      (09.02)Home Economics (Gainful)_____

      _____

      _____

      (14) Office Occupations_____

      _____

      _____

      (16) Technical_____

      _____

      _____

(17) Industrial_____

_____

_____

d. Do all your secondary school students attend on a half-day basis?

Yes No What other schedules do you have?_____

_____

e. How many feeder high schools send students to your center?

_____feeder schools

f. What is the average travel time from a feeder high school to the center?

_____minutes

2. What type of cooperative arrangements does your center have with the feeder high schools?_____

_____

_____

a. Do you cooperate with the feeder high schools in the scheduling of students?

No Yes How is this handled?_____

_____

_____

b. Do the teachers from your center ever meet with the teachers from the feeder schools to plan coordinated instruction?

No Yes How often do they meet?_____

_____

_____

3. Does your center conduct any formal programs or activities to acquaint students at the feeder schools with the vocational courses available at the center?

No Yes What do you do?_____

_____

_____

4. How much do the students in the feeder schools seem to respond to these recruitment activities?_____

_____

5. Do you have any idea as to how recruitment could be made more effective?

_____

_____

_____

6. Do you ever have more students apply for a vocational program than there are openings available?

No Yes How do you select the students who are to be admitted?_____

_____

_____

7. Do you have any regular selection criteria for any of the programs at your center?

No Yes What are these criteria?_____

_____

_____

8. Do you ever <u>discourage</u> students from taking a vocational program?

No Yes What type of students?_____

_____

_____

9. From what you have observed, how do most of the students in the feeder schools feel about vocational education?_____

_____

_____

10. About what percentage of the graduates from your center get jobs in the occupational areas in which they trained?_____%

a. Do many of the vocational graduates leave the area to get jobs?

No Yes Don't know

b. How about the non-vocational graduates: do they leave the area more_____, less_____, or at about the same rate _____as vocational graduates?

c. Overall, do you think a student who takes the vocational curriculum has more_____, less_____, or the same_____number of opportunities after high school as a non-vocational student?

11. The last topic that I would like to talk with you about concerns any specific factors that may tend to cause students not to enroll in vocational programs. For example, in many schools there are seniors who need to take only one or two courses in their twelfth year to meet graduation requirements. Do you think the chance to have so much free time in their senior year causes some students to avoid vocational programs?

    No Yes Do you know of any specific examples from your own experience?

    _____

    _____

12. Are there any other rules, regulations, or policies - either state or local - that in your judgment limit students from taking vocational programs?

    No Yes Which ones?_____

    _____

    _____

13. How about the attitudes of the staff in the feeder schools toward vocational education; do you think this influences some students away from vocational programs?

    No Yes In what ways?_____

    _____

    _____

14. Many schools have a high dropout rate from vocational agriculture. Does your center have this problem?

    No Yes What grade do most students drop out? _____10th _____11th _____12th

    a. Do you have any ideas why students leave this program? _____

    _____

    _____

15. Do you think that some students avoid those vocational programs that would require them to come to your center?

    No Yes Don't know

    a. Do you hear many complaints about the trip?

    No Yes What are some typical complaints?_____

    _____

    _____

b. Are the students who come to your center limited in participating in sports and extra-curricular activities in their home schools?

No Yes Don't know

c. Do you think the students who attend the center feel less a part of their home schools?

No Yes Don't know

16. What is your opinion of converting to a full-time vocational school?

_____

_____

_____

17. Can you think of any other factors that may cause students to avoid vocational programs?

_____

_____

_____

WORKSHEET FOR PROVIDING INFORMATION TO
ASSOCIATED EDUCATIONAL CONSULTANTS, INC.
9800 McKnight Road
Pittsburgh, Pennsylvania
15237
FROM WEST VIRGINIA STATE SUPERVISORS FOR VOCATIONAL EDUCATION

Submitted by _____ _____
Name Title

I. Recommendations for change in state graduation requirements

_____

_____

_____

_____

_____

II. Problem of attracting students into vocational education

A. Scheduling _____

_____

_____

_____

_____ _____

B. Standards for selection _____

_____

_____

_____

_____

C. Role of Bureau of Vocational Education at County level

_____

_____

_____

_____

_____

D. Dissemination of public information _____

_____

_____

_____

_____

E. Program exploration _____

_____

_____

_____

_____

F. Expanding vocational opportunities _____

_____

_____

_____

_____

III. Organizational problems in vocational education

A. Comprehensive high school _____

_____

_____

_____

_____

B. County vocational centers _____

_____

_____

_____

_____

C. Multi-county plan _____

_____

_____

_____

_____

D. Rural vs. urban _____

_____

_____

_____

_____

IV. Problems encountered in conducting program (e.g. cooperative vocational education program, work-study program, etc.)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

V. Other problems

A. Seniors who are not under supervision of school to work

_____

_____

_____

_____

_____

B. Location of cooperative program _____

C. Child labor standards _____

VI. Legal provisions

A. Qualification of applicants _____

B. Transportation of students _____

C. Consulting committees _____

D. Job-preparation program for school dropouts _____

VII. State Plan

Do you have any suggestions for developing the State Plan under the Vocational Education Amendment of 1968 as they would apply to 1976?

Appendix Table A-1

Item Response to Vocational Education Attitude Scale
by Vocational and Non-Vocational Students

Question			(in percent)[a] SA	A	?	D	SD
(19)	Vocational courses are more interesting than other courses.	Vocational	37	45	14	3	1
		Non-Vocat.	10	28	37	22	3
(20)	Students who take vocational courses are just as smart as other students.	Vocational	44	41	6	8	1
		Non-Vocat.	20	47	17	13	3
(21)	Vocational students waste a lot of time in their classes.	Vocational	1	5	10	41	43
		Non-Vocat.	2	10	30	40	18
(22)	Vocational students usually find jobs in the occupational areas they studied in school.	Vocational	20	50	23	7	0
		Non-Vocat.	14	52	27	5	1
(23)	Most teachers in vocational courses are too hard on students.	Vocational	1	3	16	51	29
		Non-Vocat.	1	3	54	36	7
(24)	Vocational courses at county centers are better than those in regular high schools.	Vocational	28	27	33	10	2
		Non-Vocat.	12	26	53	9	1
(25)	It is easier to get good marks in vocational courses than it is in other courses.	Vocational	9	25	21	34	11
		Non-Vocat.	5	20	42	29	3
(26)	Taking vocational courses makes it easier to get a job when you leave high school.	Vocational	34	29	13	4	0
		Non-Vocat.	14	50	25	11	1
(27)	Taking vocational courses makes it harder to get admitted to college.	Vocational	0	6	35	35	23
		Non-Vocat.	2	13	36	35	13
(28)	There are very few good students in vocational courses.	Vocational	2	7	7	41	43
		Non-Vocat.	3	11	20	46	22
(29)	Vocational courses are a big waste of time.	Vocational	1	1	2	21	75
		Non-Vocat.	1	0	8	43	48
(30)	Students don't like to go to a county center to take vocational courses.	Vocational	1	6	36	34	22
		Non-Vocat.	3	5	56	31	6
(31)	Vocational students cause more trouble than other students.	Vocational	1	1	7	34	57
		Non-Vocat.	1	8	17	48	27
(32)	Vocational students are more serious about their studies than other students.	Vocational	12	23	41	20	3
		Non-Vocat.	2	7	42	38	11

Appendix Table A-1 (Cont.)

			(in percent)[a]				
			SA	A	?	D	SD
(33)	Vocational courses help a student to learn what he wants to do after high school.	Vocational	31	60	7	3	0
		Non-Vocat.	16	63	16	3	2
(34)	Students like vocational courses more than other courses.	Vocational	20	41	30	9	0
		Non-Vocat.	5	30	48	16	2
(35)	Most teachers don't like to teach vocational students.	Vocational	2	2	35	41	20
		Non-Vocat.	1	5	55	30	10
(36)	The facilities, equipment, and tools that vocational students use are attractive and up-to-date.	Vocational	35	48	12	5	2
		Non-Vocat.	15	45	35	4	1
(37)	Taking vocational courses makes it harder to take part in sports and other activities.	Vocational	10	20	18	41	11
		Non-Vocat.	9	25	26	32	8
(38)	More students would take vocational courses if they could get into the ones they want.	Vocational	25	45	20	10	1
		Non-Vocat.	13	45	32	8	2

[a]Base number for percentages for vocational students range from 333 to 336 and for non-vocational students from 319 to 322.

Appendix Table A-2

Item Response to Vocational Education Attitude Scale
by Parents of Vocational and Non-Vocational Students

Question			(in percent) SA	A	?	D	SD
(20)	It is more important to provide many students with a sound basic education than to use money for vocational education.	Vocational	3	18	16	49	13
		Non-Vocat.	5	31	16	40	8
(21)	I am impressed by the training received by a high school graduate of a vocational education program.	Vocational	25	62	11	2	0
		Non-Vocat.	15	50	30	5	1
(22)	I would favor expanding vocational education programs.	Vocational	33	39	13	7	8
		Non-Vocat.	21	53	17	4	5
(23)	Most vocational education courses in my opinion lead nowhere.	Vocational	0	2	5	49	45
		Non-Vocat.	0	5	7	59	30
(24)	In my opinion there are not enough students in vocational education at the high school level.	Vocational	12	37	33	14	3
		Non-Vocat.	10	35	41	13	1
(25)	For many students in high school, there should be greater emphasis on earning a living through a vocational education program.	Vocational	27	60	11	2	1
		Non-Vocat.	18	60	16	6	1
(26)	Vocational education programs cannot possibly prepare high school students for the range of job opportunities available to them.	Vocational	1	9	11	58	21
		Non-Vocat.	2	12	14	59	14
(27)	In my opinion, taking vocational education hinders students from further education after high school.	Vocational	1	4	8	61	26
		Non-Vocat.	1	6	11	66	16
(28)	Results of vocational education programs I have seen or heard about were beneficial to the communities in which they were located.	Vocational	13	65	18	3	0
		Non-Vocat.	10	66	16	7	1
(29)	I do not think vocational education in high school is as necessary for most students as other programs.	Vocational	0	9	13	62	15
		Non-Vocat.	3	14	18	54	11

Appendix Table A-2 (Cont.)

			(in percent) SA	A	?	D	SD
(30)	Taking vocational courses makes it harder for students to take part in sports and other activities.	Vocational	4	20	22	44	10
		Non-Vocat.	3	21	25	42	10
(31)	There should be more money set aside in the school budget for vocational education.	Vocational	29	53	15	3	0
		Non-Vocat.	14	50	30	4	2
(32)	Most students who take vocational education in high school, in my opinion, lack too many other scholastic skills.	Vocational	2	7	14	59	18
		Non-Vocat.	2	13	25	50	9
(33)	I should like to see vocational education encouraged more among high school students.	Vocational	29	62	7	2	1
		Non-Vocat.	13	64	17	5	1
(34)	I believe good vocational education in public schools attracts new industries to a community.	Vocational	17	52	27	4	0
		Non-Vocat.	11	48	32	8	1
(35)	It seems to me that vocational education in high school does not prepare a student for advancement in an occupation.	Vocational	1	2	7	64	26
		Non-Vocat.	1	6	11	68	15
(36)	I am of the opinion that vocational education is too costly in proportion to its worth to the community.	Vocational	1	2	11	58	28
		Non-Vocat.	0	5	19	62	14
(37)	I favor reducing vocational education programs when available school funds are in short supply.	Vocational	0	6	16	58	20
		Non-Vocat.	2	13	27	46	12
(38)	This community should provide a wide variety of vocational programs to fit the abilities of most students.	Vocational	26	64	7	2	1
		Non-Vocat.	18	65	13	2	2
(39)	More students would take vocational courses if they could get into the ones they want.	Vocational	26	55	16	3	0
		Non-Vocat.	16	58	23	3	1